Las Positas College

Curriculum Committee Meeting

10/07/2024

5.0 First Reading Packet

5.1 Course Modifications

- CS 4 Introduction to Artificial Intelligence
- CS 5 Introduction to Machine Learning
- MUS 8A Music Theory and Musicianship 1
- MUS 10B Music Theory and Musicianship 4
- NMAT 264 Math Jam for SLAM Preparation
- PCN 50 Social Work and Human Services Seminar
- PCN 50L Social Work and Human Services Fieldwork
- PSYC 3 Introduction to Social Psychology
- PSYC 13 Psychology of Women
- PSYC 25 Research Methods
- PSYC 21/ETHS 5 Psychology of Race and Identity
- SOC 13 Research Methods

Comparison

Technical Course Revision: CS 4 - Introduction to Artificial Intelligence

Technical Course Revision: CS 4 - Introduction to Artificial Intelligence (Launched - Implemented 09-26-2024)

compared with

CS 4 - Introduction to Artificial Intelligence (Active - Implemented 04-06-2023)

Cover

Subject CS

Course Number 4

Course Title Introduction to Artificial Intelligence

Effective Term Fall ~~2023~~ 2025

TOP Code 0799.00 - Other Information Technology*

Basic Skills Status N - Not Basic Skills

SAM Priority Code C - Clearly Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

An introduction to artificial intelligence (AI) and modern AI programming libraries. Basic discrete mathematics and statistics. Problem solving using uninformed, informed, local, and adversarial search algorithms. Knowledge representation, inference, and reasoning using propositional and first-order logic. Quantifying and reasoning about uncertainty with Bayesian networks and Markov decision processes. Ethical considerations of artificial intelligence.

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category <u>Y - Not Applicable, Credit course</u>

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 2.500

Max Units 0.000

Lab Yes

Min Units 0.500

Max Units 0.000

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Computer Science
   Interdisciplinary
   Condition

Computer Science

Measurable Objectives

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

1. **Group Title** Formulate an appropriate model for a well-defined problem by defining states, actions, a transition model, and goal testing.
2. **Group Title** Explain artificial intelligence and how an agent can be considered intelligent and rational.
3. **Group Title** Design and implement problem-solving agents to solve search problems using appropriate search algorithms.
4. **Group Title** Develop and implement admissible and consistent heuristic functions for a search problem.
5. **Group Title** Design and implement knowledge-based agents that utilize propositional/first-order logic to infer and prove facts about the environment of the agent.
6. **Group Title** Design and implement decision-theoretic agents that select rational actions for a problem containing uncertainty.
7. **Group Title** Discuss the underlying ethical issues in developing artificial intelligence.

Course Content

Lecture Content

1. Intelligent agents

    1. Rationality

    2. Task environments

    3. Agent structure

2. Mathematical foundations

    1. Sets

    2. Functions

    3. Recursion

    4. Graphs

    5. Trees

    6. Statistics

3. Search in simple environments

    1. Formulating a well-defined problem

        1. States

        2. Actions

        3. Transition model

        4. Goal testing

    2. Uninformed graph algorithms

1. Best-first search

2. Breadth-first search

3. Uniform-cost search

4. Depth-first search

5. Iterative deepening search

3. Informed graph algorithms

1. Heuristic functions

2. Greedy best-first search

3. A* search

4. Search in complex environments

1. Hill-climbing search

2. Simulated annealing

3. Local beam search

4. Genetic algorithms

5. Adversarial search in games

1. Game theory

2. Minimax algorithm

3. Alpha-beta pruning

4. Monte Carlo tree search

5. Stochastic games

6. Logical agents

   1. Propositional logic

      1. Propositional theorem proving

      2. WalkSAT

   2. First-order logic

      1. Forward chaining

      2. Resolution theorem proving

   3. Knowledge engineering

7. Probabilistic reasoning

   1. Probabilistic inference

   2. Naïve Bayes models

   3. Bayesian networks

   4. Markov decision process

      1. Value iteration

      2. Policy iteration

8. Ethics of artificial intelligence

Lab Content

-

-

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments

  -

- Classroom Activity
  Comments

  -

- Demonstration
  Comments

  -

- Discussion
  Comments

  -

- Lecture
  Comments

  -

- Projects
  Comments

  -

- Written Exercises
  Comments

  -

Other No

Equity Based Curriculum

- DE Course Interaction
  Address
  Students will be made aware of software and hardware requirements via the syllabus and multiple points in Canvas. Technologies available to the college, such as NETLAB, can help accommodate those students that lack the necessary equipment or resources for the course.
- Course Content

Address

The course content is relevant to students pursuing artificial intelligence as a field of interest. The content covered in the course offers general techniques that can be applied to numerous disciplines and areas of interest. Students should be feel empowered by the material and be able to apply the ideas from the course to their special interests.

- Methods of Instruction

Address

The course lends itself to a wide variety of instructional mediums. While a traditional lecture style can be used, it is also possible to borrow recorded content from online videos delivered by diverse experts in the subject matter, as well as online articles authored by a host of professionals.

- Assignments

Address

The algorithms and techniques learned in the course can be applied to a gamut of areas. Assignments for the course can be written in a general way that allow students to apply these ideas to their personal lives.

- Typical Texts

Address

Textbooks for the course can be made optional. There is a plethora of available material online for the course that an instructor or a student can pull from without costs.

Typical Assignments

Typical Assignments

1. **Assignment Type**

   Add Assignment

   1. Give a PEAS description for different task environments, such as playing soccer or shopping.
   2. Assume you are navigating a robot in a maze. Formulate the problem with a PEAS description, determine the state space, and perform both breadth-first search and depth-first search to find a path out of the maze. Implement this solution using Python.
   3. Implement and test hill-climbing search in Python to solve the traveling salesperson problem.
   4. For a game tree that is two moves deep, perform alpha-beta pruning and determine the minimax value of the root max node. How many nodes were pruned compared to the minimax algorithm?
   5. For a 2-CNF propositional expression, prove using resolution that it entails a given knowledge base.
   6. Model a simple, probabilistic grid environment in Python. Create an agent that uses policy iteration to find an optimal policy for a given start state.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Subject CS (Computer Science)
   Requisite Course CS 1 - Computing Fundamentals I(~~Historical~~ Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis
   Requisite Course Objective(s)

   - Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.
     Degree of Importance Recommended
   - Interpret and apply C++ control structures for sequencing, selection and iteration.
     Degree of Importance Required
   - Interpret and implement programmer-defined functions in C++.
     Degree of Importance Required
   - Create and interpret expressions involving arithmetic and logical operators;
     Degree of Importance Required
   - Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.
     Degree of Importance Required
   - Modify and expand short programs that use standard conditional and iterative control structures and functions.
     Degree of Importance Required
   - Choose appropriate conditional and iteration constructs for a given programming task.
     Degree of Importance Required
   - Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
     Degree of Importance Required
   - Analyze and explain the behavior of simple programs.
     Degree of Importance Recommended
   - Describe, interpret and apply the mechanics of parameter passing.
     Degree of Importance Recommended
   - Discuss and apply the concept of algorithms in problem-solving processes.
     Degree of Importance Recommended
   - Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.
     Degree of Importance Not Necessary
   - Describe and apply effective debugging strategies.

Degree of Importance Not Necessary
- Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
  Degree of Importance Not Necessary
- Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
  Degree of Importance Recommended
- Summarize the evolution of programming languages and distinguishing ~~characterisitcs~~ <u>characteristics</u> of common programming paradigms.
  Degree of Importance Not Necessary
- Design, implement, test, and debug programs using basic computation, simple ~~I~~ <u>file</u> <u>input</u> / ~~O~~ <u>output</u> , standard conditional and iterative structures, and the definition of functions.
  Degree of Importance ~~Required~~ <u>Not Necessary</u>
- <u>Develop a complex C++ project comprised of source and header files with multiple compilation steps</u>
  <u>Degree of Importance</u> <u>Not Necessary</u>

2. **Requisite Type** Recommended Course Preparation
   Subject CS (Computer Science)
   Requisite Course CS 7 - Introduction to Computer Programming Concepts(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis
   Requisite Course Objective(s)

   - Design simple algorithms to solve a variety programming problems.
     Degree of Importance Recommended
   - Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.
     Degree of Importance Recommended
   - Describe the software development life-cycle.
     Degree of Importance Not Necessary
   - Describe the principles of structured and object-oriented programming and be able to describe, design, implement, and test structured and object-oriented programs using currently accepted methodology.
     Degree of Importance Recommended
   - Explain what an algorithm is and its importance in computer programming.
     Degree of Importance Not Necessary
   - Analyze and investigate program behavior to effectively alter or debug existing code.
     Degree of Importance Recommended
   - Design and implement specific program steps and components to achieve desired program behavior.
     Degree of Importance Recommended

- Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.
  Degree of Importance Not Necessary
- Design and implement simple graphical and command line user interfaces implementing the students algorithms.
  Degree of Importance Not Necessary

3. **Requisite Type** Recommended Course Preparation
   Subject ~~MATH~~ STAT (~~Mathematics~~ Statistics)
   Requisite Course ~~MATH~~ STAT ~~40~~ C1000 - Introduction to Statistics ~~and Probability~~ (~~Historical~~ Launched)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis
   Requisite Course Objective(s)

   - ~~Define~~ Assess ~~different~~ how ~~types~~ data were collected and recognize how data collection affects what conclusions can be drawn from the data.
     Degree of ~~statistics,~~ **Importance** ~~how~~ Recommended
   - ~~they~~ Identify ~~are~~ appropriate ~~used~~ graphs and ~~misused;~~ summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
     Degree of Importance Recommended
   - Describe and apply probability concepts and distributions.
     Degree of Importance Recommended
   - Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
     Degree of Importance Not Necessary
   - Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
     Degree of Importance Not Necessary
   - Evaluate ethical issues in statistical practice.
     Degree of Importance Not Necessary
   - Interpret data displayed in tables and graphically.
     Degree of Importance Recommended
   - Calculate and interpret results for the measures of central tendency, measures of variation and measures of position for a given data set.
     Degree of Importance Not Necessary
   - Identify the standard methods of obtaining data and identify the advantages and disadvantages of each ~~;~~ .
     Degree of Importance Recommended
   - ~~Distinguish among different scales of measurement and their implications;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~Distinguish between controlled experiments and observational studies, including identifying potential confounding factors, and explain why they are confounding;~~

~~Degree of Importance~~ - ~~Not Necessary~~

- ~~- Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;~~
  ~~Degree of Importance~~ - ~~Recommended~~
- ~~- Interpret data displayed in tables and graphically;~~
  ~~Degree of Importance~~ - ~~Recommended~~
- ~~- Calculate and understand the meaning of the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete and continuous population, sample, or distribution;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~- Construct and interpret confidence intervals for single populations and two-populations comparisons;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- Apply concepts of sample space and probability;
  Degree of Importance Recommended
- ~~Determine~~ <u>Distinguish</u> the ~~fundamentals~~ <u>difference</u> ~~concepts~~ <u>between</u> ~~of probability~~ <u>sample</u> and ~~be~~ <u>population</u> ~~able to calculate probabilities using some basic rules;~~
  ~~Degree of Importance~~ - ~~Recommended~~
- ~~- Apply concepts of~~ <u>distributions</u> and ~~use linear regression and ANOVA analysis for estimation and inference, and interpret~~ <u>analyze</u> the ~~associated~~ <u>role</u> ~~statistics;~~
  ~~Degree~~ <u>played</u> ~~of Importance~~ - ~~Not Necessary~~
- ~~- Solve problems involving~~ <u>by</u> the ~~binomial,~~ <u>Central</u> ~~normal,~~ <u>Limit</u> ~~or chi-squared distribution;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~- Perform descriptive and inferential statistics, using a software package (technology)~~ <u>Theorem</u> .
  Degree of Importance Not Necessary
- Calculate probabilities using <u>binomial,</u> normal and t-distributions ~~;~~ <u>.</u>
  Degree of Importance ~~Recommended~~ <u>Not Necessary</u>
- ~~Formulating a hypothesis test by selecting the appropriate technique for testing the hypothesis~~ <u>Construct</u> and ~~interpreting~~ <u>interpret</u> ~~the~~ <u>confidence</u> ~~result~~ <u>intervals.</u>
  Degree ~~for~~ <u>of</u> ~~one~~ **Importance** <u>Not Necessary</u>
- <u>Determine</u> and ~~two~~ <u>interpret levels of statistical significance including p</u> - ~~populations comparisons;~~ <u>values.</u>
  Degree of Importance Not Necessary
- Identify the basic concept of hypothesis testing including Type I and II errors ~~;~~ <u>.</u>
  Degree of Importance Not Necessary
- ~~Distinguish~~ <u>Formulate</u> ~~the~~ <u>hypothesis</u> ~~difference~~ <u>tests</u> ~~between~~ <u>involving</u> ~~sample~~ <u>samples from one</u> and ~~population~~ <u>two</u> ~~distributions and analyze the role played by the Central Limit Theorem;~~ <u>populations.</u>
  Degree of Importance Not Necessary
- ~~Determine~~ <u>Selecting the appropriate technique for testing the hypothesis</u> and interpret ~~levels~~ <u>the result.</u>
  Degree of ~~statistical~~ **Importance** ~~significance~~ <u>Not</u> ~~including~~ <u>Necessary</u>

- ~~p-values;~~ Use regression lines and ANOVA analysis for estimation and inference, and interpret the associated statistics.
  Degree of Importance Not Necessary
- Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.
  Degree of Importance Not Necessary

Catalog View Prerequisite: CS 1 with a minimum grade of C, **Recommended Course Preparation:** CS 7 with a minimum grade of C, STAT C1000 with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  There should be at least two exams that each cover one half of the course content.
- Projects
  Frequency
  A semester project should be incorporated that allows students to apply the majority of the course content.
- Class Participation
  Frequency
  Students should be expected to participate in their learning environment, both during and outside of class hours. Participation can be graded weekly or bi-weekly.
- Home Work
  Frequency
  Homework assignments should be given on a weekly or bi-weekly basis. This should include written work and programming assignments.

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

 Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.
Artificial intelligence is a combination of theory and application. While the theory portion should be handled synchronously with the instructor, the application programming aspect can be done online.

Explain how the decision was made to offer this course in a Distance Education mode.
As computers and Internet access become ubiquitous, in conjunction with the rise of telecommunication technology, it seems natural to offer this course in a DE mode. Additionally, it offers students more flexibility.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.

- Proper color contrast.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Measurable Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

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

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

Yes

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

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

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

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Bi-weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  Daily/Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Daily/Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  Weekly/Bi-weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of

the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Daily
- **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
  Weekly/Bi-weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  At least 2 spread across the semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  Weekly/Bi-weekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  Weekly

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Rushal Hurbans
   Title Grokking Artificial Intelligence Algorithms
   Edition 1
   Publisher Manning Publications Co
   ISBN-13
   Year 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No
2. **Author(s)** Perry Xiao
   Title Artificial Intelligence Programming with Python: From Zero to Hero
   Edition 1
   Publisher Wiley
   ISBN-13
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. **Author(s)** Stuart Russell, Peter Norvig
   Title Artificial Intelligence: A Modern Approach
   Edition 4
   Publisher Pearson
   ISBN-13
   Year 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
4. **Author(s)** Alberto Artasanchez, Prateek Joshi
   Title Artificial Intelligence with Python
   Edition 2
   Publisher Packt
   ISBN-13
   Year 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Access to a computer with an active Internet connection

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
  Effective Semester

Cal-GETC No

- Transfers to CSU
  Comments
  New Request ~~Yes~~ No
  Already approved substantial change No
  Already approved unsubstantial change ~~No~~ Yes
  Effective Semester

UC transfer No

- Transfers to CSU
  Comments
  New Request ~~Yes~~ No
  Already approved substantial change No
  Already approved unsubstantial change ~~No~~ Yes
  Effective Semester

C-ID proposal No
C-ID
Las Positas College GE No

- Transfers to CSU
  Comments
  New Request ~~Yes~~ No
  Already approved substantial change No
  Already approved unsubstantial change ~~No~~ Yes
  Effective Semester

CSU GE No

- Transfers to CSU
  Comments
  New Request ~~Yes~~ No
  Already approved substantial change No
  Already approved unsubstantial change ~~No~~ Yes
  Effective Semester

CSU American Institutions No

- Transfers to CSU

Comments

New Request ~~Yes~~ No

Already approved substantial change No

Already approved unsubstantial change ~~No~~ Yes

Effective Semester

IGETC No

- Transfers to CSU

  Comments

  New Request ~~Yes~~ No

  Already approved substantial change No

  Already approved unsubstantial change ~~No~~ Yes

  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator ~~Moreno~~ Kutil , ~~Carlos~~ Craig

Origination Date

~~02~~ 09 / ~~25~~ 26 / ~~2022~~ 2024

Proposal Type

Technical Course ~~Modification~~ Revision

Parent Course

CS 4 - Introduction to Artificial Intelligence

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~11/15/2022~~

- State Approval

  ~~12/02/2022~~

- CC Approval

  ~~09/19/2022~~

Instructional Services

Effective Term Fall ~~2023~~ 2025

Implementation Date

~~04~~ 09 / ~~06~~ 26 / ~~2023~~ 2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000621880

CB03: TOP Code

079900 - Other Information Technology

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Comparison

Technical Course Revision: CS 5 - Introduction to Machine Learning

Technical Course Revision: CS 5 - Introduction to Machine Learning (Launched - Implemented 09-26-2024)

compared with

CS 5 - Introduction to Machine Learning (Active - Implemented 03-25-2023)

Cover

Subject CS

Course Number 5

Course Title Introduction to Machine Learning

Effective Term Fall ~~2023~~ 2025

TOP Code 0799.00 - Other Information Technology*

Basic Skills Status N - Not Basic Skills

SAM Priority Code C - Clearly Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

An introduction to machine learning (ML), with an emphasis on programming ML applications and using modern ML libraries. Basic discrete mathematics, statistics, and linear algebra. An overview of various supervised learning classifiers. Unsupervised learning via clustering. Reinforcement learning with model-based and model-free approaches. Safety and ethical concerns of machine learning.

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

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

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 2.500

Max Units 0.000

Lab Yes

Min Units 0.500

Max Units 0.000

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

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

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Computer Science
   Interdisciplinary
   Condition

Computer Science

Measurable Objectives

Objectives

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

1. **Group Title** Describe the reason for splitting data sets and be able to perform a cross-validation.
2. **Group Title** Identify and explain the bias-variance tradeoff.
3. **Group Title** Select, implement, and use an appropriate classifier to conduct supervised learning with a given data set.
4. **Group Title** Implement a clustering algorithm to perform unsupervised learning on a data set.
5. **Group Title** Compare and contrast model-based and model-free reinforcement learning.
6. **Group Title** Design and implement a Q-learning agent for a reinforcement learning problem.
7. **Group Title** Critically analyze the safety and ethical concerns of designing machine learning applications.

Course Content

Lecture Content

1. Mathematical foundations

    1. Sets

    2. Functions

    3. Statistics

    4. Vectors

    5. Matrices

2. Supervised learning

    1. Model selection

        1. Training, validation, and test sets

        2. Cross-validation

        3. Hyperparameters

        4. Loss functions

    2. Bias-variance tradeoff

        1. Underfitting

        2. Overfitting

        3. Ockham's razor

        4. Noise

    3. k-nearest neighbor

1. Curse of dimensionality

4. Perceptron

5. Naïve Bayes

   1. Maximum likelihood estimation

   2. Maximum a posteriori

6. Logistic regression

7. Linear regression

   1. Gradient descent

8. Support vector machine

   1. Kernel functions

9. Decision tree

   1. Entropy

   2. Information gain

10. Ensemble learning

    1. Bagging

    2. Boosting

11. Artificial neural network

      1. Activation functions

      2. Back-propagation

3. Unsupervised learning

      1. Clustering

4. Reinforcement learning

      1. Markov decision process

            1. Value iteration

            2. Policy iteration

      2. Q-learning

5. Safety and ethics of machine learning

      1. Accountability

      2. Interpretability

      3. Explainability

      4. Sustainability

Lab Content

–

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments

  -

- Classroom Activity
  Comments

  -

- Demonstration
  Comments

  -

- Discussion
  Comments

  -

- Lecture
  Comments

  -

- Projects
  Comments

  -

- Written Exercises
  Comments

  -

Other No

Equity Based Curriculum

- DE Course Interaction
  Address
  Students will be made aware of software and hardware requirements via the syllabus and multiple points in Canvas. Technologies available to the college, such as NETLAB, can help accommodate those students that lack the necessary equipment or resources for the course.
- Course Content
  Address
  The course content is relevant to students pursuing machine learning as a field of interest. The content covered in the course offers general techniques that can be applied to data sets from numerous disciplines and areas of interest. Students should be feel empowered by the material and be able to apply the ideas from the course to their own data.
- Methods of Instruction
  Address
  The course lends itself to a wide variety of instructional mediums. While a traditional lecture style can be used, it is also possible to borrow recorded content from online videos delivered by diverse experts in the subject matter, as well as online articles authored by a host of professionals.
- Assignments

Address

The algorithms and techniques learned in the course can be applied to a gamut of areas. Assignments for the course can be written in a general way that allow students to apply these ideas to their personal lives.

- Typical Texts

Address

Textbooks for the course can be made optional. There is a plethora of available material online for the course that an instructor or a student can pull from without costs.

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   1. Given a data set, use Python to split the data set into training, validation, and test sets. Use 5-fold cross-validation.
   2. Implement the perceptron classifier in Python. Test your implementation on a data set.
   3. For a given corpus, use Python to generate two naïve Bayes models, one using MLE and the other with MAP. Visualize the error rate for both models against the test set. Why do you think one model works better than the other?
   4. Design by hand a decision tree for a given small data set. Use a Python ML package to verify your work.
   5. Design and implement a Q-learning agent in Python for the given Markov decision process.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Subject CS (Computer Science)
   Requisite Course CS 1 - Computing Fundamentals I(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis

Requisite Course Objective(s)

- Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.
  Degree of Importance Recommended
- Interpret and apply C++ control structures for sequencing, selection and iteration.
  Degree of Importance Required
- Interpret and implement programmer-defined functions in C++.
  Degree of Importance Required
- Create and interpret expressions involving arithmetic and logical operators;
  Degree of Importance Required
- Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.
  Degree of Importance Required
- Modify and expand short programs that use standard conditional and iterative control structures and functions.
  Degree of Importance Required
- Choose appropriate conditional and iteration constructs for a given programming task.
  Degree of Importance Required
- Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
  Degree of Importance Required
- Analyze and explain the behavior of simple programs.
  Degree of Importance Recommended
- Describe, interpret and apply the mechanics of parameter passing.
  Degree of Importance Recommended
- Discuss and apply the concept of algorithms in problem-solving processes.
  Degree of Importance Recommended
- Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.
  Degree of Importance Not Necessary
- Describe and apply effective debugging strategies.
  Degree of Importance Not Necessary
- Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
  Degree of Importance Not Necessary
- Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
  Degree of Importance Recommended
- Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.
  Degree of Importance Not Necessary
- Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.
  Degree of Importance Required

- Develop a complex C++ project comprised of source and header files with multiple compilation steps
  Degree of Importance Recommended

2. **Requisite Type** Recommended Course Preparation
   Subject CS (Computer Science)
   Requisite Course CS 7 - Introduction to Computer Programming Concepts(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis
   Requisite Course Objective(s)

   - Design simple algorithms to solve a variety programming problems.
     Degree of Importance Recommended
   - Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.
     Degree of Importance Recommended
   - Describe the software development life-cycle.
     Degree of Importance Not Necessary
   - Describe the principles of structured and object-oriented programming and be able to describe, design, implement, and test structured and object-oriented programs using currently accepted methodology.
     Degree of Importance Recommended
   - Explain what an algorithm is and its importance in computer programming.
     Degree of Importance Not Necessary
   - Analyze and investigate program behavior to effectively alter or debug existing code.
     Degree of Importance Recommended
   - Design and implement specific program steps and components to achieve desired program behavior.
     Degree of Importance Recommended
   - Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.
     Degree of Importance Not Necessary
   - Design and implement simple graphical and command line user interfaces implementing the students algorithms.
     Degree of Importance Not Necessary

3. **Requisite Type** Recommended Course Preparation
   Subject ~~MATH~~ STAT (~~Mathematics~~ Statistics)
   Requisite Course ~~MATH~~ STAT ~~40~~ C1000 - Introduction to Statistics ~~and Probability~~ (~~Historical~~ Launched)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis

Skills Analysis
Requisite Course Objective(s)

- ~~Define~~ <u>Assess</u> ~~different~~ <u>how</u> ~~types~~ <u>data were collected and recognize how data collection affects what conclusions can be drawn from the data.</u>
  <u>Degree</u> of ~~statistics,~~ **<u>Importance</u>** ~~how~~ <u>Recommended</u>
- ~~they~~ <u>Identify</u> ~~are~~ <u>appropriate</u> ~~used~~ <u>graphs</u> and ~~misused;~~ <u>summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.</u>
  <u>Degree of Importance</u> <u>Recommended</u>
- <u>Describe and apply probability concepts and distributions.</u>
  <u>Degree of Importance</u> <u>Recommended</u>
- <u>Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.</u>
  Degree of Importance Not Necessary
- <u>Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.</u>
  <u>Degree of Importance</u> <u>Not Necessary</u>
- <u>Evaluate ethical issues in statistical practice.</u>
  <u>Degree of Importance</u> <u>Not Necessary</u>
- <u>Interpret data displayed in tables and graphically.</u>
  <u>Degree of Importance</u> <u>Recommended</u>
- <u>Calculate and interpret results for the measures of central tendency, measures of variation and measures of position for a given data set.</u>
  <u>Degree of Importance</u> <u>Recommended</u>
- Identify the standard methods of obtaining data and identify the advantages and disadvantages of each ~~;~~ <u>.</u>
  Degree of Importance Recommended
- ~~Distinguish among different scales of measurement and their implications;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~Distinguish between controlled experiments and observational studies, including identifying potential confounding factors, and explain why they are confounding;~~
  ~~**Degree of Importance** - Recommended~~
- ~~Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;~~
  ~~**Degree of Importance** - Recommended~~
- ~~Interpret data displayed in tables and graphically;~~
  ~~**Degree of Importance** - Recommended~~
- ~~Calculate and understand the meaning of the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete and continuous population, sample, or distribution;~~
  ~~**Degree of Importance** - Recommended~~
- ~~Construct and interpret confidence intervals for single populations and two-populations comparisons;~~
  ~~**Degree of Importance** - Not Necessary~~
- Apply concepts of sample space and probability;

Degree of Importance Recommended

- ~~Determine~~ Distinguish the ~~fundamentals~~ difference ~~concepts~~ between ~~of probability~~ sample and ~~be~~ population ~~able to calculate probabilities using some basic rules;~~
  ~~Degree of Importance - Recommended~~
- ~~- Apply concepts of~~ distributions and ~~use linear regression and ANOVA analysis for estimation and inference, and interpret~~ analyze the ~~associated~~ role ~~statistics;~~
  ~~Degree~~ played ~~of Importance - Recommended~~
- ~~- Solve problems involving~~ by the ~~binomial,~~ Central ~~normal,~~ Limit ~~or chi-squared distribution;~~ Theorem.
  Degree of Importance Not Necessary
- ~~Perform~~ Calculate ~~descriptive~~ probabilities using binomial, normal and ~~inferential statistics, using a software package (technology)~~ t-distributions .
  Degree of Importance ~~Recommended~~ Not Necessary
- ~~Calculate probabilities using normal~~ Construct and ~~t-distributions;~~ interpret confidence intervals.
  Degree of Importance ~~Recommended~~ Not Necessary
- ~~Formulating a hypothesis test by selecting the appropriate technique for testing the hypothesis~~ Determine and ~~interpreting~~ interpret ~~the~~ levels ~~result~~ of ~~for~~ statistical ~~one~~ significance ~~and~~ including ~~two~~ p ~~- populations comparisons;~~ values.
  Degree of Importance Not Necessary
- Identify the basic concept of hypothesis testing including Type I and II errors ~~;~~ .
  Degree of Importance Not Necessary
- ~~Distinguish~~ Formulate ~~the~~ hypothesis ~~difference~~ tests ~~between~~ involving ~~sample~~ samples from one and ~~population~~ two ~~distributions and analyze the role played by the Central Limit Theorem;~~ populations.
  Degree of Importance Not Necessary
- ~~Determine~~ Selecting the appropriate technique for testing the hypothesis and interpret ~~levels~~ the ~~of statistical significance including p-values;~~ result.
  Degree of Importance ~~Recommended~~ Not Necessary
- Use regression lines and ANOVA analysis for estimation and inference, and interpret the associated statistics.
  Degree of Importance Not Necessary
- Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.
  Degree of Importance Recommended

Catalog View **Prerequisite:** CS 1 with a minimum grade of C, **Recommended Course Preparation:** CS 7 with a minimum grade of C, STAT C1000 with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  There should be at least two exams that each cover one half of the course content.
- Projects
  Frequency
  A semester project should be incorporated that allows students to apply the majority of the course content.
- Class Participation
  Frequency
  Students should be expected to participate in their learning environment, both during and outside of class hours. Participation can be graded weekly or bi-weekly.
- Home Work
  Frequency
  Homework assignments should be given on a weekly or bi-weekly basis. This should include written work and programming assignments.

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.
Machine learning is a combination of theory and application. While the theory portion should be handled synchronously with the instructor, the application programming aspect can be done online.
Explain how the decision was made to offer this course in a Distance Education mode.

As computers and Internet access become ubiquitous, in conjunction with the rise of telecommunication technology, it seems natural to offer this course in a DE mode. Additionally, it offers students more flexibility.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No
Explain
Measurable Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes

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

If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Daily
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Bi-weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency
Daily/Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Daily/Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  Weekly/Bi-weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Daily
- **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
  Weekly/Bi-weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency

At least 2 spread across the semester

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  Weekly/Bi-weekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  Weekly

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Stuart Russell, Peter Norvig
   Title Artificial Intelligence: A Modern Approach
   Edition 4
   Publisher Pearson
   ISBN-13
   Year 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Alberto Artasanchez, Prateek Joshi
   Title Artificial Intelligence with Python
   Edition 2
   Publisher Packt
   ISBN-13
   Year 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. **Author(s)** Aurélien Géron
   Title Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow
   Edition 2
   Publisher O'Reilly
   ISBN-13
   Year 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

4. **Author(s)** Perry Xiao
   Title Artificial Intelligence Programming with Python: From Zero to Hero
   Edition 1
   Publisher Wiley
   ISBN-13
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Access to a computer with an active Internet connection

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
  Effective Semester

Cal-GETC No

- Transfers to CSU
  Comments
  New Request ~~Yes~~ No
  Already approved substantial change No
  Already approved unsubstantial change ~~No~~ Yes

Effective Semester

UC transfer No

- Transfers to CSU

  Comments

  New Request ~~Yes~~ No

  Already approved substantial change No

  Already approved unsubstantial change ~~No~~ Yes

  Effective Semester

C-ID proposal No

C-ID

Las Positas College GE No

- Transfers to CSU

  Comments

  New Request ~~Yes~~ No

  Already approved substantial change No

  Already approved unsubstantial change ~~No~~ Yes

  Effective Semester

CSU GE No

- Transfers to CSU

  Comments

  New Request ~~Yes~~ No

  Already approved substantial change No

  Already approved unsubstantial change ~~No~~ Yes

  Effective Semester

CSU American Institutions No

- Transfers to CSU

  Comments

  New Request ~~Yes~~ No

  Already approved substantial change No

  Already approved unsubstantial change ~~No~~ Yes

  Effective Semester

IGETC No

- Transfers to CSU

  Comments

  New Request ~~Yes~~ No

  Already approved substantial change No

  Already approved unsubstantial change ~~No~~ Yes

  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator ~~Moreno~~ Kutil , ~~Carlos~~ Craig

Origination Date

~~03~~ 09 / ~~22~~ 26 / ~~2022~~ 2024

Proposal Type

Technical Course ~~Modification~~ Revision

Parent Course

CS 5 - Introduction to Machine Learning

No Previous Course

Entry of Special Dates

- Board of Trustees

    ~~11/15/2022~~

- State Approval

    ~~12/02/2022~~

- CC Approval

    ~~09/19/2022~~

Instructional Services

Effective Term Fall ~~2023~~ 2025

Implementation Date

~~03~~ 09 / ~~25~~ 26 / ~~2023~~ 2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000621881

CB03: TOP Code

079900 - Other Information Technology

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Comparison

Course Modification: MUS 8A - Music Theory and Musicianship 1

Course Modification: MUS 8A - Music Theory and Musicianship 1 (Launched - Implemented 09-03-2024)

compared with

MUS 8A - Music Theory and Musicianship 1 (Active - Implemented 01-02-2023)

Cover

Subject MUS

Course Number 8A

Course Title Music Theory and Musicianship 1

Effective Term Fall ~~2023~~ 2025

TOP Code 1004.00 - Music

Basic Skills Status N - Not Basic Skills

SAM Priority Code E - Non-Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

Elements of diatonic harmony through part writing and ear training exercises as typified by musical practice from 1600 to the present. Includes keys, modes, scales, tonality, intervals, solfeggio, consonance/dissonance, rhythmic organization, chord structures, chord and interval recognition, melodic and rhythmic dictation, voice leading principles, non-chord tones, four-part voice leading with selected primary and secondary chords, and figured bass realization.

Material fees apply to this course? No

This course is part of a new program No

Enter program name

This course is part of an existing program(s) ~~No~~ Yes

1.   **Program**   Music - Associate of Arts Degree (Active) - Fall 2022
2.   **Program**   Music - Associate in Arts Degree for Transfer (Active) - Fall 2023

Course Equivalency

Is this course part of a family Yes

1.   **Family** Music Harmony and Musicianship Elementary
     Family Description

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? Yes

1. **Course** MUSL 2A

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

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

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 3. ~~500~~ 000

Max Units 0.000

Lab Yes

Min Units ~~0~~ 1 . ~~500~~ 000

Max Units 0.000

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	~~63~~ 54
Lab Hours	~~27~~ 54
Inside of Class Hours	~~90~~ 108
Outside of Class Hours	~~126~~ 108

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

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

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Music
   Interdisciplinary
   Condition

Music

Measurable Objectives

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

1. **Group Title** Write and identify all major and minor scales and key signatures
2. **Group Title** Transpose a given melody to any specified key
3. **Group Title** Construct any interval up to an octave above and below a given note
4. **Group Title** Write compositions in 4-part harmony using primary and secondary triads and 7th chords
5. **Group Title** Identify cadence types, including perfect authentic, imperfect authentic, half plagal, and deceptive cadences
6. **Group Title** Identify simple and compound meters

7.   **Group Title** Conduct harmonic analysis of diatonic chord progressions

8.   **Group Title** Visually identify all intervals up to an octave

9.   **Group Title** Write and identify any triad in root position and inversions

10. **Group Title** Demonstrate the ability to hear music with understanding ~~;~~ ~~recognizing~~ and recognize patterns and musical functions ~~;~~ by

   1.   ~~Objective~~ ~~Text~~ –

        ~~Taking~~ taking dictation ~~of melodies featuring leaps from the tonic triad~~

   2.   ~~Objective Text~~ –

        ~~Taking dictation of rhythms with divided beats in a variety of meter signatures~~ and ~~tempos~~

   3.   ~~Objective~~ other ~~Text~~ ear

        ~~Aurally~~ training ~~identifying all intervals up to the octave - ascending, descending, and~~ ~~harmonic~~

   4.   ~~Objective Text~~ –

        ~~Aurally identifying qualities, inversions, and soprano notes of triads~~

   5.   ~~Objective Text~~ –

        ~~Aurally identifying dominant 7th chords~~

        exercises.

11. **Group Title** Demonstrate the ability to "audiate" a musical score by

   1.   ~~Objective~~ ~~Text~~ –

        ~~Performing~~ performing rhythms with divided beats in a variety of meter signatures and tempos

   2.   ~~Objective~~ ~~Text~~ and

        ~~Sight~~ sight singing melodies featuring leaps within the primary triads

        .

Course Content

Lecture Content

1. Manuscript skills including handwritten notation of pitch and rhythm

2. Basic properties of sound such as harmonic series, sound waves

3. Simple & compound meters and rhythms

4. Simple diatonic intervals

5. Key signatures and the Circle of Fifths

6. Diatonic chords, basic cadential formulas and phrase structure

7. Diatonic scales, triads, Dominant 7th, and Roman numeral analysis

8. Figured bass analysis and gestures

9. Non-harmonic tones and gestures

10. Four-part chorale writing principles

11. Analysis of music from a variety of cultures and contexts such as the Blues, rock, jazz, classical, and gospel

Lab Content

1. Prepare and sight-sing major and minor melodies including leaps within the primary triads

2. Perform exercises in one of more parts (canons, duets, chorales, sing and play the piano, sing and clap rhythms)

3. Practice melodic dictation in a variety of major and minor keys, and a variety of tempos and meter signatures

4. Take dictation in two parts

5. Practice indentification and singing of intervals

6. Practice rhythmic dictation in a variety of meter signatures and tempos using division of the beat

7. Perform and sight-read rhythmic exercises in two and three parts

Work Experience Content

Methods of Instruction

Check all that apply:

- ⬜ Classroom Activity
  Comments ⬜
  Analyze music from a variety of cultures and genres
- Lab
  Comments
  Daily aural skills training
- Lecture
  Comments
  Daily lectures on theory topics.
- Written Exercises
  Comments
  Writing 4-part harmonic compositions

Other Yes

1. **Explain**

Practice and experience in sight singing and ear training

Equity Based Curriculum

- Assignments
  Address
  A diverse variety of music from various cultures is studied.
- _ Typical Texts_
  Address _
  Most material will be given to students free of charge

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   1. ~~Reading/Writing~~

      1. ~~Prepare~~
         Analyze harmonic, melodic, and ~~submit~~ rhythmic ~~harmonic~~ patterns ~~analysis~~ in a given piece of ~~diatonic~~ music.

2. **Assignment** ~~chord~~ **Type** ~~progression~~
   1. ~~Out-of-Class~~

      1. ~~Prepare~~ Writing

   Add ~~and~~ **Assignment** ~~submit harmonic analysis of diatonic chord progressions~~
   1. ~~Critical Thinking~~

      1. Synthesize melody, rhythm and harmony in writing your own compositions

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of MUS 8A, the student will be able to analyze~~ Analyze basic chord progressions using standard Roman Numeral analysis.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**

    ~~Upon completion of MUS 8A, the student will be able to hear~~ <u>Hear</u> music with understanding, recognizing patterns, and musical function. To demonstrate this
    ability, students should be able to aurally identify all intervals - ascending, descending, and harmonic.

    This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

    This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**

    ~~Upon completion of MUS 8A, the student will be able to transcribe~~ <u>Transcribe</u> and correctly notate basic rhythms and melodies.

    This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

    This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
    Subject MUS (Music)
    Requisite Course MUS 6 - Basic Music Skills(~~Historical~~ <u>Active</u>)
    Non Course Requirements
    Min Grade C
    Comments
    Requisite Validation Skills Analysis
    Skills Analysis
    Requisite Course Objective(s)

    - interpret notation of both pitch and rhythm;
       Degree of Importance ~~Required~~ <u>Recommended</u>
    - identify and notate key signatures;
       Degree of Importance ~~Not Necessary~~ <u>Recommended</u>
    - identify and construct triads and seventh chords;
       Degree of Importance ~~Not Necessary~~ <u>Recommended</u>
    - identify and construct simple intervals;
       Degree of Importance ~~Not Necessary~~ <u>Recommended</u>
    - interpret expressive markings such as dynamic indications, accents, repeats;
       Degree of Importance ~~Not Necessary~~ <u>Recommended</u>
    - recognize and construct scales: major, minor (3 forms), chromatic, whole-tone;
       Degree of Importance ~~Not Necessary~~ <u>Recommended</u>
    - perform simple exercises in ear training and sight singing.
       Degree of Importance Recommended

2. ~~**Requisite Type** - Recommended Course Preparation~~

~~Subject~~ - ~~MUS (Music)~~

~~Requisite Course~~ - ~~MUS 21A - Beginning Piano(Historical)~~

~~Non Course Requirements~~ -

~~Min Grade~~ - ~~C~~

~~Comments~~ -

~~Requisite Validation~~ - ~~Skills Analysis~~

~~Skills Analysis~~

~~Requisite Course Objective(s)~~

- - ~~Sight-read and transpose melodies in major and minor five-finger patterns~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Exhibit technical skills adequate for beginner pieces~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Perform simple passages in all twelve major keys~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Improvise melodies in major and minor five-finger patterns as the teacher plays an accompaniment~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Perform in ensemble with one or more other students~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Harmonize melodies with root position chords~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Perform simple pieces in correct rhythm and at a reasonable tempo~~
  ~~Degree of Importance~~ - ~~Not Necessary~~

Catalog View **Recommended Course Preparation:** MUS 6 with a minimum grade of C ~~, - MUS 21A with a minimum grade of C~~ .

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  2
- Quizzes
  Frequency
  weekly
- Research Projects
  Frequency
  2
- Oral Presentation
  Frequency
  2
- Class Participation
  Frequency

daily
- Class Work

Frequency

daily
- Home Work

Frequency

daily
- Class Performance

Frequency

monthly
- Final Performance

Frequency

1

Other No

Please Explain

Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes

Curriculum Committee Approval Date

Effective Term Fall 2025

I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

 Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

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

As a core music theory class, MUS 8A is a necessary component of the AA/AA-T Guided Pathway. While not ideal, the music faculty recognizes that all course outcomes can be met fully online in an emergency. Course outcomes can be met partially online during normal circumstances. Online offering will greatly improve access.

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

Through consultation with all music faculty and students.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

Other No
Explain

Measurable Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

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

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

Yes

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

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Minimum 1-3 discussion boards per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Feedback on all assignments, quizzes, and exams.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  1 announcement per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  At least one web conference per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency

When offered PO, musicianship labs, exams, and quizzes will occur mostly in person on a weekly basis.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  1-3 discussion boards per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  1-2 times per month
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  1-3 times per semester

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  1-3 discussion boards per semester
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  Minimum 1 group project per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  2 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency

Weekly quizzes, 2 exams

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Minimum 2 per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  1-3 per month
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  Minimum 3 per semester
- **Other:**
  Frequency
  2 per semester
- **Other:**
  Frequency
  Weekly practice assignments, musicianship drills
  Directed listening activities and exams
  Self-paced individual laboratory work

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other ~~No~~ Yes
Textbook

1. **Author(s)** Carol Krueger
   Title Progressive Sight Singing
   Edition ~~3rd~~ 4th
   Publisher Oxford University Press
   ISBN-13
   Year ~~2016~~ 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** ~~Robert Ottman~~ Nancy Rogers
   Title Music for Sight Singing
   Edition ~~Ninth~~ 10th
   Publisher ~~Prentice Hall~~ Pearson
   ISBN-13 9780134475455
   Year ~~2014~~ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Music for Sight Singing provides a generous number of exercises for practice in rhythm and melody covering all major and minor scales as well as simple and compound rhythm groups.
   Or Equivalent No

3. **Author(s)** Roger Kamien

   Title Music: An Appreciation

   Edition ~~11th~~ 13th

   Publisher McGraw-Hill

   ISBN-13 9781260719345

   Year ~~2015~~ 2022

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

4. **Author(s)** Bruce Benward and Marilyn Saker

   Title Music in Theory and Practice Volume 1

   Edition ~~9th~~ 10th

   Publisher McGraw-Hill

   ISBN-13 9781260055825

   Year ~~2015~~ 2021

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

5. **Author(s)** Stefan Kostka

   Title Workbook for Tonal Harmony

   Edition ~~8th~~ 9th

   Publisher ~~Mc Graw~~ McGraw Hill

   ISBN-13 9781265308001

   Year ~~2018~~

   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~

   ~~**Or Equivalent** - No~~

6. ~~**Author(s)** - Sol Berkowitz , Gabriel Fontrier~~

   ~~**Title** - A New Approach to Sight Singing~~

   ~~**Edition** - 6th~~

   ~~**Publisher** - W. W. Norton & Company~~

   ~~**ISBN-13** -~~

   ~~**Year** - 2017~~

   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~

   ~~**Or Equivalent** - No~~

7. ~~**Author(s)** - Dan Spencer~~

   ~~**Title** - The Best Music Theory Book for Beginners 1~~

   ~~**Edition** - 1st~~

   ~~**Publisher** - Best Music Coach LLC~~

   ~~**ISBN-13** -~~

   ~~**Year** - 2022~~ 2024

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

OER

Manual

Software

Other Learning Materials

1. **Other**
    Sheet music from a diverse array of composers given free of charge by the instructor for analysis.
2. **Other**
    Online curriculum such as ArtusiMusic

Other Materials Required of Students

v

1. **Enter Required Material**
    Manuscript paper to be supplied by student

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
    Comments
    New Request Yes
    Already Approved No
    Effective Semester

Cal-GETC No

UC transfer Yes

- Transfers to UC
    Comments
    New Request No
    Already approved substantial change No
    Already approved unsubstantial change No
    Effective Semester

C-ID proposal Yes
C-ID
Las Positas College GE Yes

- III. Humanities
    Comments
    New Request No
    Already approved substantial change No

Already approved unsubstantial change No

Effective Semester

CSU GE Yes

- C1 - Arts (Arts, Cinema, Dance, Music, Theater)

  Comments

  New Request No

  Already approved substantial change No

  Already approved unsubstantial change No

  Effective Semester

CSU American Institutions No

IGETC Yes

- 3A - Arts

  Comments

  New Request No

  Already approved substantial change No

  Already approved unsubstantial change No

  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No

Course Articulation

Supporting Documents

Attached File

Credit By Exam

Codes and Dates

Course Codes

Originator Marschak, Daniel

Origination Date

08/ ~~26~~ 25 / ~~2022~~ 2024

Proposal Type

Course Modification

Parent Course

 MUS 8A - Music Theory and Musicianship 1

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~11/15/2022~~

- State Approval

  11/16/2022

- CC Approval

  03/06/2023

Instructional Services

Effective Term Fall ~~2023~~ 2025

Implementation Date

~~01~~ 08 / ~~02~~ 28 / ~~2023~~ 2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000356012

CB03: TOP Code

100400 - Music

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

Y - Credit Course

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status N - Course is not an upper division course

Course Modification: MUS 10B - Music Theory and Musicianship 4

Course Modification: MUS 10B - Music Theory and Musicianship 4 (Launched - Implemented 09-09-2024)

compared with

MUS 10B - Music Theory and Musicianship 4 (Active - Implemented 08-15-2019)

Cover

Subject MUS
Course Number 10B
Course Title Music Theory and Musicianship 4
Effective Term Fall ~~2019~~ 2025
TOP Code 1004.00 - Music
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course incorporates the concepts from Music 10A. In addition, ~~through writing and analysis,~~ the course will include: post-Romantic techniques such as borrowed chords and modal mixture, chromatic mediants, Neapolitan and augmented-sixth chords, 9th, 11th and 13th chords, altered chords and dominants; and 20th century techniques such as: Impressionism, ~~tone rows, set theory~~ dodecaphony , pandiatonicism , and ~~polytonalism, meter and rhythm~~ polytonality . This course also applies and develops the rhythmic, melodic, and harmonic materials of Mus 10A through ear training, sight singing, analysis, and dictation.
Material fees apply to this course? No
This course is part of a new program No
Enter program name
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** Music - Associate in Arts Degree for Transfer (Active) - Fall 2023

Course Equivalency

Is this course part of a family Yes

1. **Family** Music Harmony and Musicianship Intermediate
   Family Description

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? Yes

1. **Course** MUSL 2C

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

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

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 3.000

Max Units 0.000

Lab Yes

Min Units 1.000

Max Units 0.000

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning ~~No~~ 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~~ Yes

Credit-by-Portfolio No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

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

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Music
   Interdisciplinary
   Condition

Music

Measurable Objectives

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

1. **Group Title** Exhibit proficiency in the ability to hear music with understanding, recognizing patterns and musical function, by

   1. **Objective Text**
      Aurally identifying and singing the diatonic modes (Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian)
   2. **Objective Text**

> Taking dictation of chromatic, modulating (especially to distantly-related keys), modal, and post-tonal melodies

   3. **Objective Text**
      Taking dictation of rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters

   4. **Objective Text**
      Aurally identifying and transcribing harmonic progressions utilizing secondary/applied chords, mode mixture, non-dominant 7th chords, Neapolitan and augmented 6th chords, extended and altered chords, and modulation to distantly-related keys

2. **Group Title** Illustrate proficient understanding of a musical score by sight reading and performing rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters. preparing and sight singing chromatic, modulating (especially to distantly-related keys), modal, and post-tonal melodies.

3. **Group Title** Write and identify in context borrowed chords, Neapolitans, augmented 6th chords, 9th, 11th, and 13th chords, added 6th chords, and altered dominants

4. **Group Title** Write and recognize examples of enharmonic modulation

5. **Group Title** Define, analyze, and/or write examples of 20th century techniques such as: Impressionism, tone rows, set theory, pandiatonicism and polytonalism, and advanced approaches to meter and rhythm

6. **Group Title** Compose music using musical elements included in course content

Course Content

Lecture Content

1. Romantic and Post-Romantic Techniques
   a. Analysis, singing, and dictation of advanced chromatic melodies including modulations to distantly-related keys
   b. Harmonic dictation including secondary/applied chords, mode mixture, non-dominant 7th chords, Neapolitan and augmented 6th chords, extended and altered chords, and modulations to distantly-related keys

2. Impressionism and Modality
   a. Aural identification and singing of the diatonic modes: Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian
   b. Aural identification and singing of non-diatonic and synthetic scales: whole-tone, pentatonic, octatonic, etc.
   c. Sight singing, performance, and dictation of melodies in the diatonic modes and/or other scales
   d. Analysis and dictation of chord progressions in the diatonic modes

3. Twentieth-Century Techniques
   a. Analysis, performance, and dictation of pitch sets, tone rows, and post-tonal melodies
   b. Performance of melodies featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters
   c. Dictation of rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters

Lab Content

1. Sight singing and performance of music in multiple parts (canons, duets, chorales, etc.) appropriate to the topics studied
2. Performance of rhythm and sight singing exercises while conducting
3. Exercises to detect errors in rhythm, pitch, harmony, and/or solfeggio
4. Exercises at the piano keyboard, such as playing chord progressions while singing any part or arpeggiations of the chords
5. Melodic, harmonic, and rhythmic dictation of complex musical excerpts

Work Experience Content

Methods of Instruction

Check all that apply:

- Demonstration
  Comments
  ~~with~~ Concepts ~~weekly~~ will ~~assignments~~ be demonstrated by instructor
- Discussion
  Comments
  Weekly discussions will happen face-to-face and online
- Lecture
  Comments
  Weekly lectures will include music analysis of a variety of genres
- Projects
  Comments
  1 per month
- Student Presentations
  Comments
  1-2 about music from diverse composers and musicians

Other Yes

1. **Explain**
   Practice and experience in sight singing and ear training
2. **Explain**
   Written and aural exercises

Equity Based Curriculum

- Methods of Instruction
  Address
  Music from a variety of genres including by diverse composers and musicians will be analyzed and studied
- Typical Texts
  Address
  Students will be given zero cost sheet music featuring a diverse variety of music

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
    Add Assignment

    1. ~~Compose a 12-tone piece using a matrix~~

    2. ~~Analyze the first movement of a Stravinsky piece~~

    3. Transcribe a 2-part melodic dictation

       using correct musical notation

    4. ~~Write~~

2. **Assignment Type** Project
    Add Assignment
    Analyze a song by a musician from an ~~analysis~~ under-represented ~~paper~~ cultural ~~about~~ background and present findings to the class

3. **Assignment Type** Project
    Add Assignment
    Compose a ~~20th~~ piece ~~Century~~ in ~~work~~ the style of an Impressionist composer

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
    ~~Upon completion of MUS 10B, the student will be able to demonstrate~~ Demonstrate an advanced understanding of how music is constructed and performed in 20th
    and 21st Century Styles.
    This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

    This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
    ~~Upon completion of MUS 10B, the student will be able to demonstrate~~ Demonstrate their musicianship abilities to perform harmonic dictation, melodic dictation,
    rhythmic dictation, and sight-singing.
    This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

    This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
    ~~Upon completion of MUS 10B, the student will be able to analyze~~ Analyze works in a variety of 20th and 21st Century genres using advanced techniques such as arc diagrams, texture maps, and theme

maps.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
    Subject MUS (Music)
    Requisite Course MUS 10A - Music Theory and Musicianship 3(Active)
    Non Course Requirements
    Min Grade C
    Comments
    Requisite Validation ~~Skills~~ CCN/C-ID ~~Analysis~~ Requirement
    Skills Analysis
    Requisite Course Objective(s)

    - Exercises with rhythmic patterns featuring triplets/duplets and syncopation in simple and compound meters at various tempos.
      Degree of Importance Recommended
    - Dictation of rhythms with triplets/duplets and syncopation in simple and compound meters at various tempos.
      Degree of Importance Recommended
    - Preparation, sight singing, and transposition of melodies featuring chromatic alterations and modulation to closely related keys.
      Degree of Importance Recommended
    - Melodic dictation in a variety of major and minor keys, tempos, and meter signatures featuring triplets/duplets, syncopation, chromatic alterations, and modulation to closely-related keys.
      Degree of Importance Required
    - Melodic dictation in two parts (two-voice counterpoint).
      Degree of Importance Recommended
    - Harmonic dictation including secondary/applied chords and modulation to closely-related keys.
      Degree of Importance Recommended
    - Sight singing and performance of music in multiple parts (canons, duets, chorales, etc.) appropriate to the topics studied.
      Degree of Importance Recommended
    - Performance of rhythm and sight singing exercises while conducting.
      Degree of Importance Required
    - Exercises to detect errors in rhythm, pitch, harmony, and/or solfeggio.
      Degree of Importance Required
    - Exercises at the piano keyboard, such as playing chord progressions while singing any part or arpeggiations of the chords.

Degree of Importance Required

- Write and identify secondary/applied chords (dominant and fully diminished) seventh chords in root position and inversion.
  Degree of Importance Recommended
- Write and identify borrowed chords and other mixture chords (secondary and double) in root position and inversion.
  Degree of Importance Recommended
- Using secondary/applied 7th chords, borrowed/mixture chords, diatonic and modulation sequences: Realize a figured bass; harmonize a given melody.
  Degree of Importance Required
- Conduct harmonic analysis of music using secondary/applied chords, borrowed/mixture chords and diatonic and modulating sequences.
  Degree of Importance Recommended
- Conduct formal analysis of music which uses binary and ternary forms.
  Degree of Importance Required
- Compose music using musical elements included in the course content.
  Degree of Importance Required

Catalog View **Prerequisite:** MUS 10A with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  2
- Quizzes
  Frequency
  Weekly
- Research Projects
  Frequency
  2
- Papers
  Frequency
  1
- Projects
  Frequency
  4
- Class Work
  Frequency
  Daily
- Home Work
  Frequency
  Daily

- Other (Please Explain)
  Frequency

  In-class sight singing and dictation drills
  In-class drills in rhythmic accuracy, conducting, and/or keyboard
  Directed listening activities/exams
  Individual sight singing examinations
  Rhythmic, melodic, and harmonic dictation exercises/exams
  ~~Self-paced individual laboratory work~~
  ~~Final examination~~

  ~~Typical examination question: Identify the tone row used in the following composition.~~
  ~~Typical essay question: Discuss the difference between Impressionism and Expressionism.~~

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term Spring 2025
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes* .
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time* .
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is*

supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

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

In discussing with my music colleagues, we felt that there was a good way to offer MUS 10B Fully Online or Partially Online even in a non-emergency situation. This greatly improves access.

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

The decision was made after consulting faculty and students.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

-   <u>Student rights and responsibilities.</u>
-   <u>Student behavior in a DE course.</u>
-   <u>Academic Integrity.</u>

Other No

Explain

Measurable Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

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

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

Yes

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

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  1-3 discussion boards per month.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Feedback on every assignment, quiz, and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  1-3 Announcements per week.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  2-3 web-conferencing sessions per week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  When offered PO, musicianship labs, exams, and quizzes will occur mostly in person on a weekly basis.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  1-3 discussion boards per month.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  During web-conference sessions, students will chat each other (2-3 times per week).
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  2-6 per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  2-4 per semester.
- **Other:**
  Frequency
  Weekly demonstration.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  1-3 discussion boards per month.

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  2 group projects per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  One per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  At least one per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Weekly Quizzes.
  Two exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  2 per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  3-5 per semester.
- **Other:**
  Frequency
  Daily practice.
  Weekly: Sight singing and dictation drills; Drills in rhythmic accuracy, conducting, and/or keyboard; Directed listening activities/exams; Self-paced individual laboratory work.

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other ~~No~~ Yes
Textbook

1. **Author(s)** Trevor de Clercq
   Title The Practice of Popular Music: Understanding Harmony, Rhythm, Melody, and Form in Commercial Songwriting
   Edition 1st
   Publisher Routledge
   ISBN-13

Year   2024
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent   No

2. **Author(s)** Robert Ottman, Nancy Rogers

    Title Music for Sight Singing

    Edition 10th

    Publisher Pearson

    ISBN-13

    Year 2019

    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

    Or Equivalent No

3. **Author(s)** William Rothstein, Charles Burkhart

    Title Anthology for Musical Analysis: The Common-Practice Period

    Edition 1st

    Publisher Cengage Learning

    ISBN-13

    Year 2014

    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

    Or Equivalent No

4. **Author(s)** Carl Friederich Weitzman

    Title Bowman's-Weitzman's Manual of Musical Theory

    Edition 1st e

    Publisher Forgotten Books

    ISBN-13

    Year 2015

    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

    Or Equivalent No

5. **Author(s)** Kevin Holm-Hudson

    Title Music Theory Remixed: A Blended Approach for the Practicing Musician

    Edition 1st

    Publisher Oxford University Press

    ISBN-13

    Year 2016

    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

    Or Equivalent No

OER

Manual

Software

Other Learning Materials

1. **Other**
    Students will be given zero cost sheet music featuring a diverse variety of music
2. **Other**
    https://www.artusimusic.com/

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
  Effective Semester

Cal-GETC No

UC transfer Yes

- Transfers to UC
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change ~~No~~ Yes
  Effective Semester

C-ID proposal Yes
C-ID MUS 150
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Marschak, Daniel

Origination Date

~~07~~ 09 / ~~27~~ 08 / ~~2021~~ 2024

Proposal Type

Course Modification

Parent Course

MUS 10B - Music Theory and Musicianship 4
No Previous Course

Entry of Special Dates

- Board of Trustees

    ~~01/15/2019~~

- State Approval

    ~~01/24/2019~~

- CC Approval

    ~~12/03/2018~~

Instructional Services

Effective Term Fall ~~2019~~ 2025

Implementation Date

~~08~~ 09 / ~~15~~ 09 / ~~2019~~
2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000367354

CB03: TOP Code

100400 - Music

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

 Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Comparison

Technical Course Revision: NMAT 264 - Math Jam for SLAM Preparation

---

Technical Course Revision: NMAT 264 - Math Jam for SLAM Preparation (Launched - Implemented 09-27-2024)

compared with

NMAT 264 - Math Jam for SLAM Preparation (Active - Implemented 08-15-2021)

Cover

Subject NMAT
Course Number 264
Course Title Math Jam for SLAM Preparation
Effective Term ~~Summer~~ Fall ~~2021~~ 2025
TOP Code 1702.00 - Mathematics Skills
Basic Skills Status B - Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level A - One level below transfer
Catalog Description
Math Jam for SLAM Prep is for students preparing for math courses in Introduction to Statistics ~~and Probability~~ or Mathematics for Liberal Arts. Math Jam is a FREE noncredit program designed to help students prepare for their upcoming math class at a community college. Embedded are essential study and life skills to develop each student holistically, including career development. Students will be learning prerequisite algebraic and basic probability material with the goal of preparing them to be successful in their upcoming first-level transfer course of Statistics or Math for Liberal Arts class. It is strongly recommended that students taking this course be enrolled in ~~Math~~ STAT ~~40:~~ C1000 Introduction to Statistics ~~and Probability~~ or ~~Math~~ MATH 47 ~~:~~ Mathematics for Liberal Arts at Las Positas College.
Material fees apply to this course?
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status N - Non Credit

CB22: Non Credit Course Category C - Elementary and Secondary Basic Skills

Select here if this course will have variable units Yes

Instructional Categories (check all that apply)

Lecture No

Min Units

Max Units

Lab No

Min Units

Max Units

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

Min Hours 0.000

Max Hours 0.000

Lab Yes

Min Hours 12.000

Max Hours 60.000

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Total Noncredit Hours 12 - 60

Number of times a course can be taken for credit.

Justification for Repeatability

Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Mathematics-Basic Skills: Noncredit
    Interdisciplinary
    Condition

Mathematics-Basic Skills: Noncredit

Measurable Objectives

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

1. **Group Title** Formulate short-term and long-term learning objectives for the course, based on their academic goal(s).
2. **Group Title** Identify his/her individual areas of understanding and weakness in Statistics & Probability or Mathematics for Liberal Arts math concepts;
3. **Group Title** Apply Statistics & Probability or Mathematics for Liberal Arts concepts at a higher level;
4. **Group Title** Demonstrate the appropriate skills necessary to become a more productive, successful, and independent learner;
5. **Group Title** Apply study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset, brain research, and learn personal time management, study skills, test taking and math anxiety strategies, etc.

Course Content

Lecture Content

Lab Content

1. Students will identify their academic goal.

    1. Students will discuss their goal of preparing for their upcoming Statistics & Probability or Mathematics for Liberal Arts with an instructor and/or tutor.

    2. Students will declare their goal by filling out an intent form and given personalized algebra, statistics, probability and other relevant math objectives to focus on based on their goal.

2. Students will complete rigorous pre- and post-diagnostic exams.

    1. Results from pre-diagnostic exam will be used to identify his/her individual areas of understanding and weakness in the relevant algebra, statistics, probability and other math concepts.

    2. Students will discuss the results with an instructor and/or tutor and create a personalized learning plan.

3. Students will read, watch videos, attend workshops and study algebra, statistics, probability and other material based on their personalized learning plan.

4. Students will work through algebra, statistics, probability and other relevant problems.

5. Students will learn the appropriate skills necessary to become more productive, successful and independent learners.

    1. Students will participate in Growth Mindset and learning skill discussions.

    2. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.

    3. Students will actively participate in the course by practicing, interpreting, restating, and organizing material independently and under the supervision of instructors and/or tutors.

6. Students will participate in classroom discussions and workshops around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, and dealing with Math Anxiety.

Lab Content -

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  such as watching videos, reading multi-media textbook, working problems out in steps, etc.
- Classroom Activity
  Comments
  such as instructor and/or tutor led discussions, workshops, etc.
- Guest Lecturers
  Comments
  such as workshops led by content experts around the campus on such topics as Growth Mindset, Brain Research, Time Management, Test Taking Skills, Math Anxiety, Career Development, etc.
- Individualized Instruction
  Comments
  such personalized instruction provided to the student by the instructor and/or tutor

Other No

Equity Based Curriculum

- **DE Course Interaction Address**

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   1. In Class
      1. Complete a Math Jam Pre- and Post-Survey, used to analyze student needs and effectiveness of the program.
      2. Identify individual goal for the course by completing the Participant Goal Sheet. For most participants, their goal is to either prepare to be successful in their upcoming credit Statistics class or to prepare to be successful in their upcoming credit Math for Liberal Arts class
      3. Complete a rigorous diagnostic pre- and post-test that will be used to personalize the learning for Math Jam.
      4. Customize Study Plan of the math content based on the diagnostic pre-test and the individual goals for the course.
      5. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the algebra statistics, probability, and other relevant math concepts.

6. Students will read, watch videos, attend workshops and study algebra statistics, probability, and other relevant material based on their personalized learning plan.
   2. Smart Shops
      1. Classroom discussions around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career, Development, and dealing with Math Anxiety.
   3. Homework - students will be encouraged to continue work outside of class each day towards the following:
      1. Mastery of algebra statistics, probability, and other relevant concepts
      2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Upon completion of NMAT 264, a student should be able to apply prerequisite mathematical topics at a higher level.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Upon completion of NMAT 264, a student should be able to develop study skills and life skills that will improve the student's likelihood of succeeding in his
   or her academic goals (examples of topics include brain research, identifying his/her individual growth mindset, personal time management, test taking and
   conquering math anxiety strategies, etc.).
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Upon completion of NMAT 264, a student should be able to formulate short-term and long-term learning objectives based on their academic goal(s).
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

4. **Outcome Text**
   Upon completion of NMAT 264, a student should be able to identify skills needed to become a more productive, successful, and independent learner.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  Students will take a pre- and post- test.
- Quizzes
  Frequency
  Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by taking daily quizzes
- Class Work
  Frequency
  Attendance will be recorded hourly
- Home Work
  Frequency
  Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by completing daily homework

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
 Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

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

NMAT 264 is Math Jam for SLAM (Statistics and Liberal Arts Mathematics) and is a bootcamp like preparation week prior to the start of the semester to get students prepared for their semester target math class. Concurrent Support, modeled after Math Jam but offered during the semester has been offered in distance education mode this Fall semester and we feel confident we can offer Math Jam in this mode too. Offering this course via online instruction increases opportunities for access-- in particular, it allows working students the flexibility they need to complete this course while continuing to work.

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

The decision to offer NMAT 264 a course online was made after discussion amongst several groups on campus to increase the support of under prepared students and continue this tuition-free, valuable resources to students. This short, boot-camp course is designed to offer students personalized instruction to help them prepare for their upcoming math class. Students will be given a rigorous diagnostic exam that will ensure that their experience is focused and personalized. Online software and instructor supports will be available to students to support their math learning goals from anywhere. Offering this course via online instruction will increase access to this learning support, allow working students the flexibility they need to participate in this program while continuing to work. There is success data to support this decision from Canada College which offers night Math Jam sections as a hybrid with equal success as the day-time face-to-face only sections.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal

Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Measurable Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

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

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes

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

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or

asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **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
  Any important announcements will also be emailed to the entire class. Instructors are expected to post at least one academic announcement per day.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  5 - 10 individual responses to discussion posts during the week of Math Jam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Any important announcements will also be emailed to the entire class. Instructors are expected to post at least one academic announcement per day.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Minimum 1 meeting per Math Jam for orientation, exams, group work or lecture.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  The instructor will use a chatroom daily. "Chatroom" includes the chat feature that is part of ConferZoom (and similar) webconferencing sessions.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Students will use the Discussion Board during the week to communicate about mathematics, to set up and work with study groups, and to ask/answer any student-to-student questions.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Communicating about mathematics is a key component of this course, so students will be encouraged to communicate, such as by chat, with each other on a daily basis.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of

the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Students will use the Discussion Board on a weekly basis. An example of a typical discussion prompt is "What strategies can you use when solving [a given type of math problem]?"
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Students will take a pre- and post- assessment during the Math Jam week.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  At least once per day.
- **Other:**
  Frequency
  SMART Shops will be offered at least 4 times a week around successful learning topics such as Brain Research, effective note taking, time management, test preparation and study skills.

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Robert Blitzer
   Title Introductory and Intermediate Algebra
   Edition 5th
   Publisher Pearson
   ISBN-13
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Gary K Rockswold, Terry A Krieger
   Title Beginning and Intermediate Algebra
   Edition 4th
   Publisher Pearson/Addison-Wesley
   ISBN-13
   Year 2018
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

3. **Author(s)** Elayn Martin-Gay
   Title Beginning and Intermediate Algebra
   Edition 6th
   Publisher Pearson
   ISBN-13
   Year 2016
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No

Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator ~~Woods~~ Kutil , ~~Kristine~~ Craig

Origination Date

09/ ~~17~~ 27 / ~~2020~~ 2024

Proposal Type

~~Modified Noncredit~~ Technical Course ~~Proposal~~ Revision

Parent Course

NMAT 264 - Math Jam for SLAM Preparation

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/19/2021~~

- State Approval

  ~~01/27/2021~~

- CC Approval

  ~~11/16/2020~~

Instructional Services

Effective Term ~~Summer~~ Fall ~~2021~~ 2025

Implementation Date

~~08~~

09 / ~~15~~ 27 / ~~2021~~ 2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000622329

CB03: TOP Code

170200 - Mathematics Skills

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

A - One level below transfer

CB22: Non Credit Course Category

C - Elementary and Secondary Basic Skills

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Comparison

Technical Course Revision: PCN 50 - Social Work and Human Services Seminar

Technical Course Revision: PCN 50 - Social Work and Human Services Seminar (Launched - Implemented 10-01-2024)

compared with

PCN 50 - Social Work and Human Services Seminar (Active - Implemented 08-22-2024)

Cover

Subject PCN

Course Number 50

Course Title Social Work and Human Services Seminar

Effective Term Fall ~~2024~~ 2025

TOP Code 2104.00 - Human Services*

Basic Skills Status N - Not Basic Skills

SAM Priority Code C - Clearly Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

This course provides the student who is participating in a supervised field experience in a community organization, agency, or institution with a weekly class meeting that provides the academic element to the experiential course offering. The application of concepts gained in the prerequisite or corequisite course to the field experience will be emphasized. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the social work and human services field.

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? Yes

1. **Course** PSCN 85

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

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

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 1.000

Max Units 0.000

Lab No

Min Units

Max Units

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Counseling
   Interdisciplinary
   Condition

Counseling

Measurable Objectives

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

1. **Group Title** Identify and characterize the major components of social work and human services practice.
2. **Group Title** Apply a basic Code of Ethics (e.g., NASW or NOHS) and integrate social justice principles to the field work experience.
3. **Group Title** Reflect upon the application of ethical and professional standards to use of self within specific agency settings.
4. **Group Title** Demonstrate knowledge of fundamental legal guidelines, privacy and information management related to the standards of professional practice.
5. **Group Title** Explain the purpose and skills of cultural engagement and humility (i.e., recognize cultural competence, multiculturalism, and cross-cultural interactions as areas for ongoing professional development).
6. **Group Title** Demonstrate personal self-awareness, non-judgmental assessment and support capability, and readiness for professional development including feedback from supervision.

Course Content

Lecture Content
1. The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession.
2. Codes of Ethics (e.g., NASW or NOHS) and social justice principles (e.g., promoting equity and fairness, challenging practices that create inequality, and advocating for the rights and interests of marginalized and oppressed groups).
3. Legal context of social work practice/human services, and the role of supervision in the professional development journey.
4. Identify resources and services that clients need and depend upon.
5. Examination of the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, culture, language, sexuality, religion, gender, age, abilities, or economic status.
6. Exploring the progressive nature and skills of generalist practice.

Lab Content
Work Experience Content

Methods of Instruction

Check all that apply:
- Audio-visual Activity
  Comments

- Discussion
  Comments

- Written Exercises
  Comments

Other No

Equity Based Curriculum

- Course Content
  Address
  Examines the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, sexuality, religion, gender, age, abilities, or economic status. Social justice principles are applied (e.g., challenging practices that create inequality, and promoting marginalized communities access to resources and opportunities).
- Methods of Instruction
  Address
  Multiple modes (e.g. audio, video, text) are offered to accommodate different learning styles. Providing a variety of instructional formats not only supports diverse learners, but also promotes engagement and

retention of the course content. This approach also allows students to choose the mode of instruction that works best for them, empowering them to take control of their own learning.

- Assignments
  Address
  Assignments incorporate diverse examples and case studies that represent a range of cultures, communities, and experiences. This approach creates opportunities for students to share their personal backgrounds, experiences, and perspectives, and validates their lived experiences. This inclusive approach to assignments fosters an environment that encourages diverse perspectives and ideas, contributing to a richer learning experience for all students.
- Typical Texts
  Address
  Texts incorporate diverse case studies, perspectives, experiences and practice.
  Sample content in texts selected include:
  Engaging Diversity and Difference in Practice
  Advancing Human Rights and Social Justice in Your Field Placement
  Core values (e.g., social justice, human rights, and cultural competence)
  Diversity and Social, Economic, and Environmental Justice in Field
  Social Work competency: Engage diversity and difference in practice
  2.1 Apply and communicate understanding of the importance of diversity and difference shaping life experiences in practice at the micro, mezzo, and macro levels.
  2.2 Present themselves as learners and engage client and constituencies as experts of their own experience
  2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   1. Fieldwork Journals:
      1. Each journal entry should reflect on your field experiences and address topics, such as:
         1. Personal values, cultural competence and humility
         2. Ethical dilemma(s) and navigating conflict
         3. Self-disclosure and establishing boundaries
         4. Teamwork, collaboration and supervision
         5. Professional Development; self-reflection, self-evaluation, self-care
   2. Self Analysis Paper: provides you with an opportunity to reflect on your internship experience and personal growth. This includes challenges faced, successes achieved, diversity and social justice exposures, professional development, and experiences working directly with clients and within the agency system.
      1. Sample topics:
         1. Agency Description; mission and goals, structure, organization, programs and staffing, service delivery, populations served etc.

      2. Experience within the agency system, working with colleagues and supervisors, navigating agency culture, and identifying areas of strength and needs for improvement.

      3. How cultural and ethnic exposures have impacted your understanding and sensitivity to diverse populations, particularly those that have historically been marginalized.

      4. Experience working with vulnerable groups and how this has impacted your personal and professional development.

   3. Oral presentation of your Self Analysis paper:

      1. This is an opportunity to demonstrate your experiences by presenting to your peers. The content of the presentation will be based on your "Self Analysis Paper".

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of PCN 50, the student should be able to identify~~ <u>Identify</u> resources and services that clients need and depend upon, and how they can be accessed.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   ~~Upon completion of PCN 50, the student should be able to identify~~ <u>Identify</u> barriers that clients face when accessing social services.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Corequisite
   Subject PCN (Psychology-Counseling)
   Requisite Course PCN 50L - Social Work and Human Services Fieldwork(~~Active~~ <u>Launched</u>)
   Non Course Requirements
   Min Grade
   Comments ~~Fieldwork course should be taken alongside seminar to reinforce learning objectives.~~
   Requisite Validation
   Skills Analysis
   Requisite Course Objective(s)

2. **Non Course Requirements**
   Min Grade
   Group Title

Sequential No
Non-sequential No

1. **Requisite Type** Prerequisite
   Subject PCN (Psychology-Counseling)
   Requisite Course PCN 5 - Introduction to Social Work and Human Services(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation ~~Skills~~ CCN/C-ID   ~~Analysis~~ Requirement
   Skills Analysis
   Requisite Course Objective(s)

   - Discuss the historical evolution of social welfare and human services in the United States, highlighting the role of social justice
     Degree of Importance Not Necessary
   - Explain the current service delivery system environment in which social work and human service clients' needs are addressed, considering the importance of equitable access to resources and services
     Degree of Importance Required
   - Demonstrate critical thinking in envisioning ways of collaborating, negotiating, and advocating in working with and within social welfare and human service agencies and institutions, with an emphasis on addressing inequalities
     Degree of Importance Not Necessary
   - Identify and be able to uphold the legal, ethical, and professional practice responsibilities of working with social work and human service organizations with attention to cultural humility and oppressed groups
     Degree of Importance Recommended
   - Explain the services provided by a local social welfare agency, current social welfare policies and programs in the U.S., and the ideals which shaped existing public welfare structures
     Degree of Importance Not Necessary

2. **Requisite Type** Prerequisite
   Subject PSYC (Psychology)
   Requisite Course PSYC ~~1~~ C1000 - ~~General~~ Introduction to Psychology(~~Historical~~ Launched)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation ~~Skills~~ CCN/C-ID   ~~Analysis~~ Requirement
   Skills Analysis
   Requisite Course Objective(s)

   - ~~- define the various theoretical perspectives that have shaped the study of psychology~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- contrast the unifying themes that underlie the field of psychology~~

~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~distinguish between the goals of scientific psychology and common sense~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~evaluate the various psychological research methods~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~discuss the importance of ethical principles in research~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~summarize the key functions of different brain components~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~describe the role of heredity and environment on behavior~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~describe the processes involved in sensation and perception~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~distinguish between the various states of human consciousness~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~identify the differences between various theories of learning~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~describe the process involved in the encoding, storage and retrieval of memories~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~discuss the theories of intelligence and the goals of psychological testing~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~distinguish between the two major categories of human motives~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~describe the basic components of emotion~~
  ~~Degree of Importance~~ - ~~Required~~
- - ~~explain how biological and environmental factors contribute to developmental differences~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~define the construct of personality~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~describe the theoretical approaches to understanding abnormal behavior~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~describe the various models of psychotherapy~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~discuss the situational influences on behavior~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~describe psychological differences and similarities between groups based on gender, sexuality, social, or cultural grouping~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~apply concepts and theories to personal development~~
  ~~Degree of Importance~~ - ~~Not Necessary~~

3. **Requisite Type** Prerequisite

   Subject SOC (Sociology)

   Requisite Course SOC 1 - Principles of Sociology(Active)

   Non Course Requirements

Min Grade C
Comments
Requisite Validation ~~Skills~~ CCN/C-ID   ~~Analysis~~ Requirement
Skills Analysis
Requisite Course Objective(s)

- Outline multiple social theories
  Degree of Importance Not Necessary
- Apply social theory to world events
  Degree of Importance Not Necessary
- Explain how identities such as gender and race are socially constructed.
  Degree of Importance Recommended
- Outline the impacts of modernization and globalization on social institutions
  Degree of Importance Not Necessary
- Develop an argumentative research-based term paper
  Degree of Importance Not Necessary
- Explain the workings of global economic and political systems
  Degree of Importance Not Necessary
- Outline the symbiotic relationship between culture and social structure
  Degree of Importance Required

Catalog View **Corequisite:** PCN 50L,   **Prerequisite:** PCN 5 with a minimum grade of C, or PSYC C1000 with a minimum grade of C, or SOC 1 with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Papers
  Frequency
  4-6 per term
- Oral Presentation
  Frequency
  1 per term
- Class Participation
  Frequency
  Weekly
- Home Work
  Frequency
  Weekly

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.
This course is offered in a DE mode to allow for accessibility by all types of students, including non-traditional college students.
Explain how the decision was made to offer this course in a Distance Education mode.
1) The Faculty Counseling Department, in a department meeting, made the decision to offer most PCN courses available in a DE mode to increase accessibility.

2) The counseling faculty also decided to potentially offer this course as a hybrid to allow students to meet each other in a class setting, share classrooms with other classes (limited room capacity), and potentially increase enrollment which will meet the needs of the program, department and students served.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Measurable Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

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

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

Yes

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

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

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

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

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

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency
  With each simulation assigned
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  weekly
- **Other:**
  Frequency
  With each presentation assigned

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Marla Berg-Weger
   Title The Practicum Companion for Social Work: Integrating Class and Field Work
   Edition 4
   Publisher Pearson
   ISBN-13
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Shelagh Larkin
   Title A Field Guide for Social Workers: Applying Your Generalist Training
   Edition 1
   Publisher Sage
   ISBN-13
   Year 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Additional text with earlier publish date.

Or Equivalent No

3.   **Author(s)** John Poulin, Selina Matis, Heather Witt

Title The Social Work Field Placement: A Competency-Based Approach

Edition 5

Publisher Springer

ISBN-13

Year 2023

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

4.   **Author(s)** Linda May Grobman

Title Days in the Lives of Social Workers

Edition 5

Publisher The New Social Worker Press

ISBN-13

Year 2019

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1.   **Enter Required Material**
Access to a computer and internet connection.

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
Comments
New Request Yes

Already Approved No
Effective Semester

Cal-GETC No

UC transfer No

C-ID proposal Yes
C-ID

Las Positas College GE Yes

- IV. Social and Behavioral Sciences
Comments
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Effective Semester

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator ~~Lira~~ Kutil , ~~Marina~~ Craig

Origination Date
~~09~~ 10 / ~~18~~ 01 / ~~2023~~ 2024

Proposal Type
Technical Course ~~Modification~~ Revision

Parent Course
No Previous Course
PCN 50 - Social Work and Human Services Seminar

Entry of Special Dates

- Board of Trustees
~~01/16/2024~~

- State Approval

    02/04/2024

- CC Approval

    10/31/2023

Instructional Services

Effective Term Fall ~~2024~~ 2025

Implementation Date

~~08~~ 10 / ~~22~~ 01 /2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000630060

CB03: TOP Code

210400 - Human Services

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course
CB27: Upper Division Status

Comparison

LAS POSITAS
C O L L E G E

Technical Course Revision: PCN 50L - Social Work and Human Services Fieldwork

Technical Course Revision: PCN 50L - Social Work and Human Services Fieldwork (Launched - Implemented 10-01-2024)

compared with

PCN 50L - Social Work and Human Services Fieldwork (Active - Implemented 08-21-2024)

Cover

Subject PCN

Course Number 50L

Course Title Social Work and Human Services Fieldwork

Effective Term Fall ~~2024~~ 2025

TOP Code 2104.00 - Human Services*

Basic Skills Status N - Not Basic Skills

SAM Priority Code C - Clearly Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. This course is designed to provide the student with an opportunity to observe, practice, and develop skills that would facilitate gaining employment in the social work and human services field. Students will participate in 108 hours of fieldwork per term, including both in- and out-of-class hours.

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? Yes

1. **Course** PSCN 85

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category <u>Y - Not Applicable, Credit course</u>

Select here if this course will have variable units Yes

Instructional Categories (check all that apply)

Lecture ~~Yes~~ <u>No</u>

Min Units 0.000

Max Units 0.000

Lab No

Min Units

Max Units

Work Experience ~~No~~ <u>Yes</u>

Min Units 2.000

Max Units 2.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

~~**Lecture**~~ **Work Experience** **Hours** <u>108</u>

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

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

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Counseling
   Interdisciplinary
   Condition

Counseling

Measurable Objectives

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

1. **Group Title** Apply theoretical knowledge obtained in the prerequisite and co-requisite course or courses to the fieldwork experience.
2. **Group Title** Evaluate the fieldwork experience in relation to pre-requisite and co-requisite course objectives, career plans, and personal growth.
3. **Group Title** Apply ethics, values, and skills that recognize and explore professional use of self.

Course Content

Lecture Content

Lab Content

Work Experience Content
Application of the following to the fieldwork experience:

1. The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession.

2. Codes of Ethics (e.g., NASW or NOHS) and social justice principles (e.g., promoting equity and fairness, challenging practices that create inequality, and advocating for the rights and interests of marginalized and oppressed groups).

3. Legal context of social work practice/human services, and the role of supervision in the professional development journey.

4. Identify resources and services that clients need and depend upon.

5. Examination of the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, culture, language, sexuality, spirituality, gender, age, abilities, economic status, or language.

6. Exploring the progressive nature and skills of generalist practice.

~~Lab Content~~ -
~~Work Experience Content~~ -

Methods of Instruction

Check all that apply:

- ◦ On-the-job, supervised work experience
  Comments -
  Individual consultation with instructor and fieldwork supervisor and successful completion of required field hours.

Other ~~Yes~~ No

1. **Explain**
   ~~Individual consultation with instructor and fieldwork supervisor.~~
2. **Explain**
   ~~Successful completion of required field hours~~

Equity Based Curriculum

- Course Content
  Address
  Examines the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, sexuality, religion, gender, age, abilities, or economic status. Social justice principles are applied (e.g., challenging practices that create inequality, and promoting marginalized communities access to resources and opportunities).
- Methods of Instruction
  Address

Multiple modes (e.g. audio, video, text) are offered to accommodate different learning styles. Providing a variety of instructional formats not only supports diverse learners, but also promotes engagement and retention of the course content. This approach also allows students to choose the mode of instruction that works best for them, empowering them to take control of their own learning.

- Assignments
  Address
  Assignments incorporate diverse examples and case studies that represent a range of cultures, communities, and experiences. This approach creates opportunities for students to share their personal backgrounds, experiences, and perspectives, and validates their lived experiences. This inclusive approach to assignments fosters an environment that encourages diverse perspectives and ideas, contributing to a richer learning experience for all students.

- Typical Texts
  Address
  Texts incorporate diverse case studies, perspectives, experiences and practice.
  Sample content in texts selected include:
  Engaging Diversity and Difference in Practice
  Advancing Human Rights and Social Justice in Your Field Placement
  Core values (e.g., social justice, human rights, and cultural competence)
  Diversity and Social, Economic, and Environmental Justice in Field
  Social Work competency: Engage diversity and difference in practice
  2.1 Apply and communicate understanding of the importance of diversity and difference shaping life experiences in practice at the micro, mezzo, and macro levels.
  2.2 Present themselves as learners and engage client and constituencies as experts of their own experience
  2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   1. Assignments are individualized according to student placement and Fieldwork goals.
   2. Typical assignments may include:
      1. Conducting an intake and establishing rapport
      2. Gathering information and assessing clients needs
      3. Developing a client service plan
      4. Providing resources and referrals
      5. Client record safeguarding and data management
      6. Career research and exploration

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of PCN 50L, the student should be able to evaluate~~ Evaluate their development of work skills and achievement of learning objectives established by the student.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Corequisite
   Subject PCN (Psychology-Counseling)
   Requisite Course PCN 50 - Social Work and Human Services Seminar(~~Active~~ Launched)
   Non Course Requirements
   Min Grade
   Comments ~~This course is to be completed alongside PCN 50- seminar portion of fieldwork placement.~~
   Requisite Validation
   Skills Analysis
   Requisite Course Objective(s)

2. **Non Course Requirements**
   Min Grade
   Group Title
   Sequential No
   Non-sequential No

   1. **Requisite Type** Prerequisite
      Subject PCN (Psychology-Counseling)
      Requisite Course PCN 5 - Introduction to Social Work and Human Services(Active)
      Non Course Requirements
      Min Grade C
      Comments
      Requisite Validation ~~Skills~~ CCN/C-ID   ~~Analysis~~ Requirement
      Skills Analysis
      Requisite Course Objective(s)

      - Discuss the historical evolution of social welfare and human services in the United States, highlighting the role of social justice
        Degree of Importance Not Necessary
      - Explain the current service delivery system environment in which social work and human service clients' needs are addressed, considering the importance of equitable access to resources and services
        Degree of Importance Required
      - Demonstrate critical thinking in envisioning ways of collaborating, negotiating, and advocating in working with and within social welfare and human service agencies and institutions, with an emphasis on addressing inequalities

Degree of Importance Not Necessary
- Identify and be able to uphold the legal, ethical, and professional practice responsibilities of working with social work and human service organizations with attention to cultural humility and oppressed groups
  Degree of Importance Recommended
- Explain the services provided by a local social welfare agency, current social welfare policies and programs in the U.S., and the ideals which shaped existing public welfare structures
  Degree of Importance Not Necessary

2. **Requisite Type** Prerequisite
   Subject PSYC (Psychology)
   Requisite Course PSYC ~~1~~ C1000 - ~~General~~ Introduction to Psychology(~~Historical~~ Launched)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation ~~Skills~~ CCN/C-ID ~~Analysis~~ Requirement
   Skills Analysis
   Requisite Course Objective(s)

   - ~~- define the various theoretical perspectives that have shaped the study of psychology~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- contrast the unifying themes that underlie the field of psychology~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- distinguish between the goals of scientific psychology and common sense~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- evaluate the various psychological research methods~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- discuss the importance of ethical principles in research~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- summarize the key functions of different brain components~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- describe the role of heredity and environment on behavior~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- describe the processes involved in sensation and perception~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- distinguish between the various states of human consciousness~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- identify the differences between various theories of learning~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- describe the process involved in the encoding, storage and retrieval of memories~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- discuss the theories of intelligence and the goals of psychological testing~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- distinguish between the two major categories of human motives~~

~~Degree of Importance~~ ~~-~~ ~~Not Necessary~~
- ~~-~~ ~~describe the basic components of emotion~~
  ~~Degree of Importance~~ ~~-~~ ~~Required~~
- ~~-~~ ~~explain how biological and environmental factors contribute to developmental~~ ~~differences~~
  ~~Degree of Importance~~ ~~-~~ ~~Not Necessary~~
- ~~-~~ ~~define the construct of personality~~
  ~~Degree of Importance~~ ~~-~~ ~~Not Necessary~~
- ~~-~~ ~~describe the theoretical approaches to understanding abnormal behavior~~
  ~~Degree of Importance~~ ~~-~~ ~~Not Necessary~~
- ~~-~~ ~~describe the various models of psychotherapy~~
  ~~Degree of Importance~~ ~~-~~ ~~Not Necessary~~
- ~~-~~ ~~discuss the situational influences on behavior~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~describe psychological differences and similarities between groups based on~~ ~~gender, sexuality, social, or cultural grouping~~
  ~~Degree of Importance~~ ~~-~~ ~~Not Necessary~~
- ~~-~~ ~~apply concepts and theories to personal development~~
  ~~Degree of Importance~~ ~~-~~ ~~Not Necessary~~

3. **Requisite Type** Prerequisite
   Subject SOC (Sociology)
   Requisite Course SOC 1 - Principles of Sociology(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation ~~Skills~~ CCN/C-ID ~~Analysis~~ Requirement
   Skills Analysis
   Requisite Course Objective(s)

   - Outline multiple social theories
     Degree of Importance Not Necessary
   - Apply social theory to world events
     Degree of Importance Not Necessary
   - Explain how identities such as gender and race are socially constructed.
     Degree of Importance Recommended
   - Outline the impacts of modernization and globalization on social institutions
     Degree of Importance Not Necessary
   - Develop an argumentative research-based term paper
     Degree of Importance Not Necessary
   - Explain the workings of global economic and political systems
     Degree of Importance Not Necessary
   - Outline the symbiotic relationship between culture and social structure
     Degree of Importance Required

Catalog View Corequisite: PCN 50 ~~This course is to be completed alongside PCN 50- seminar portion of~~ ~~fieldwork placement.~~ , **Prerequisite:** PCN 5 with a minimum grade of C, or PSYC ~~1~~ C1000 with a minimum grade of C, or SOC 1 with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Other (Please Explain)
  Frequency

  Successful completion of required fieldwork hours
  Supervisor's performance evaluation
  Student's self performance evaluation

  Frequency: End of term

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

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

This course is offered in a DE mode to allow for accessibility by all types of students, including non-traditional college students.

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

1) The Faculty Counseling Department, in a department meeting, made the decision to offer most PCN courses available in a DE mode to increase accessibility.

2) The counseling faculty also decided to potentially offer this course as a hybrid to allow students to meet each other in a class setting, share classrooms with other classes (limited room capacity), and potentially increase enrollment which will meet the needs of the program, department and students served.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here

represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Measurable Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

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

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

Yes

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

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

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

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

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

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

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency
  With each simulation assigned
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency
  weekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  weekly

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Marla Berg-Weger
   Title The Practicum Companion for Social Work: Integrating Class and Field Work.
   Edition 4
   Publisher Pearson
   ISBN-13
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Shelagh Larkin
   Title A Field Guide for Social Workers: Applying Your Generalist Training
   Edition 1
   Publisher Sage
   ISBN-13
   Year 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. **Author(s)** Linda May Grobman
   Title Days in the Lives of Social Workers
   Edition 5
   Publisher The New Social Worker Press
   ISBN-13
   Year 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
4. **Author(s)** John Poulin, Selina Matis, Heather Witt
   Title The Social Work Field Placement: A Competency-Based Approach.
   Edition 5
   Publisher Springer
   ISBN-13
   Year 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Access to a computer and internet connection.

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request Yes
  Already Approved No
  Effective Semester

Cal-GETC No

- Transfers to CSU
  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

UC transfer No

- Transfers to CSU
  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

C-ID proposal Yes
C-ID
Las Positas College GE No

- Transfers to CSU
  Comments

New Request Yes
Already approved substantial change No
Already approved unsubstantial change No
Effective Semester

CSU GE No

- Transfers to CSU

  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU American Institutions No

- Transfers to CSU

  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

IGETC No

- Transfers to CSU

  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator ~~Lira~~ Kutil , ~~Marina~~ Craig
Origination Date
~~08~~ 10 / ~~24~~ 01 / ~~2022~~ 2024

Proposal Type

Technical Course ~~Modification~~ Revision

Parent Course

No Previous Course

PCN 50L - Social Work and Human Services Fieldwork

Entry of Special Dates

- Board of Trustees

  ~~01/16/2024~~

- State Approval

  ~~02/13/2024~~

- CC Approval

  ~~10/31/2023~~

Instructional Services

Effective Term Fall ~~2024~~ 2025

Implementation Date

~~08~~

10 / ~~20~~ 01 /2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000630095

CB03: TOP Code

210400 - Human Services

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

C - Is part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

 Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Comparison

Technical Course Revision: PSYC 3 - Introduction to Social Psychology

Technical Course Revision: PSYC 3 - Introduction to Social Psychology (Launched - Implemented 10-01-2024)

compared with

PSYC 3 - Introduction to Social Psychology (Active - Implemented 01-01-2024)

Cover

Subject PSYC

Course Number 3

Course Title Introduction to Social Psychology

Effective Term Fall ~~2024~~ 2025

TOP Code 2001.00 - Psychology, General

Basic Skills Status N - Not Basic Skills

SAM Priority Code E - Non-Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

This course will introduce theories and concepts that explain individual behavior in social settings. The topics include research methods, social perception, social cognition, beliefs, prejudice/discrimination, interpersonal relationships, aggression, and group behavior.

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? Yes

1. **Course** PSY 3

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

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

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 3.000

Max Units 0.000

Lab No

Min Units

Max Units

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Psychology
   Interdisciplinary
   Condition

Psychology

Measurable Objectives

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

1. **Group Title** Define social psychology and apply the principles of social psychology to real life situations
2. **Group Title** Explain the role of nonverbal communication and impression formation in social perception
3. **Group Title** Describe the role of explicit and implicit processing in schemas, attributions, and other cognitions
4. **Group Title** Explain attitude formation, cognitive dissonance, and ways to change attitudes
5. **Group Title** Evaluate the personal and cultural factors that alter self-concept, self-esteem, and perceived self-control
6. **Group Title** Discuss how gender and culture influence principles in social psychology, such as social roles
7. **Group Title** Discuss the causes of prejudice and discrimination
8. **Group Title** Summarize the causes of attraction
9. **Group Title** Discuss the factors that influence the formation, maintenance, and dissolution of close relationships

10. **Group Title** Synthesize research on conformity, compliance, and obedience
11. **Group Title** Explain the personal and situational causes of helping behavior
12. **Group Title** Evaluate the theories concerning the causes of aggression
13. **Group Title** Contrast the costs and benefits of group membership

Course Content

Lecture Content

1. Introduction to social psychology
   1. Origins and development of social psychology
   2. Discuss the contributions of people that come from a variety of backgrounds
   3. Research methods in social psychology
   4. Review of APA ethical principles
2. Social identity
   1. Self-concept
   2. Influences of gender and culture on social identity
   3. Self-esteem and perceived self-control
3. Social perception
   1. Nonverbal communication
   2. Impression formation
4. Social cognition
   1. Explicit and implicit processing
   2. Schemas and stereotypes
   3. Attribution theories and attributional errors
   4. Confirmation biases
5. Attitudes and attitude change
   1. Components of attitudes
   2. How attitudes influence behavior
   3. Theory of cognitive dissonance
   4. Changing attitudes through persuasion
   5. Resistance to persuasion
6. Prejudice and discrimination
   1. Origins of prejudice and discrimination
   2. Types of discrimination (i.e. sexism, racism, and ageism)
   3. Personal and institutional discrimination
   4. Reducing prejudiced attitudes
7. Attraction and close relationships
   1. The need to belong and initial attraction
   2. Theories explaining close relationships
   3. Heterosexual, gay, and lesbian romantic relationships
   4. Dissolution of relationships
8. Social influence
   1. Compliance
   2. Conformity
   3. Obedience
9. Group processes

1. Benefits and costs of belonging to groups
2. Social facilitation, social loafing, and deindividuation
3. Groupthink and group polarization
4. Theories of group leadership

10. Prosocial behavior
    1. Theoretical explanations for prosocial behavior
    2. Factors influencing prosocial behavior
    3. Responding to an emergency

11. Aggression
    1. Types of aggression
    2. Theoretical explanations for aggression
    3. Social and personal influences of aggression
    4. Prevention and regulation of aggression

12. Applied social psychology
    1. Psychology and the law
    2. Organizational psychology
    3. Health psychology
    4. Conflict, cooperation, and peace

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Video and/or CD-ROM excerpts
- Demonstration
  Comments
  Demonstrations and simulations
- Discussion
  Comments
  Discussion and problem solving of significant or controversial issues
- Lecture
  Comments
  Lectures on major themes and concepts
- Student Presentations
  Comments
- Written Exercises
  Comments
  Written assignments

Other Yes

1. **Explain**
   Application of concepts to personal experiences

2. **Explain**

Readings from texts, supplementary materials, primary source materials

Equity Based Curriculum

- DE Course Interaction
  Address
  Students will be informed of the technology needed to participate effectively in the course. Course materials will be accessible to students with varying levels of access to technology.
- Measurable Objectives
  Address
  The measurable objectives use inclusive language and address multiple viewpoints.
- Course Content
  Address
  Course material will reflect people's diverse perspectives and experiences and will be responsive to students' current social and cultural contexts. Course content includes information about reducing prejudice and discrimination. Course content will be relevant and applicable to students' everyday lives and future careers.
- Methods of Instruction
  Address
  Methods of instruction will include lectures, discussions, closed captioned videos, and online articles.
- Assignments
  Address
  Assignments will be designed with the intent of encouraging the student to make meaningful connections with the course material. Assignments will be relevant and applicable to students' everyday lives and future careers.
- Methods of Evaluation
  Address
  A variety of evaluation methods will be used; these methods will consider students' diverse strengths. Methods of evaluation will include both formative and summative assessments.
- Typical Texts
  Address
  Textbooks will be selected based on how current they are, how affordable they are, how well they cover the most current findings in the field, and how well they represent the experiences of underrepresented groups.

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   1. Lecture
      1. Research methods in social psychology
      2. The social self (self-concept and self-esteem)
   2. Readings

1. Read chapter 3, The Social Self, from Gilovich, Kelnter, Chen, and Nisbett's Social Psychology, 5th edition

3. Class discussion

   1. How do cults make use of persuasion, conformity, obedience, and other techniques to indoctrinate members? How do the social groups you belong to make use of these same techniques?
   2. Watch the video Stress: Portrait of a Killer, and be prepared to discuss how social support can help us manage stress

4. Written assignments

   1. After finding and reading an empirical study from a peer-reviewed journal on any topic related to social psychology, write a paper that summarizes and evaluates the study
   2. Write an essay in which you discuss how key concepts from the course can be applied and used in everyday life

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, and empirical findings in social psychology.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Explain ways in which the influence of others, situational factors, and the surrounding culture affect human social behavior.

   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Analyze the ways in which social psychological principles and research apply to real world problems and issues.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

4. **Outcome Text**
   Apply theories, concepts and findings in social psychology for self-understanding, self-improvement, and lifelong learning.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

5. **Outcome Text**
   Demonstrate critical thinking skills and information competence as applied to topics in social psychology.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject PSYC (Psychology)
   Requisite Course PSYC ~~1~~ C1000 - ~~General~~ Introduction to Psychology(~~Active~~ Launched)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis
   Requisite Course Objective(s)

   - ~~- Define the various theoretical perspectives that have shaped the study of psychology~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Contrast the unifying themes that underlie the field of psychology~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Distinguish between the goals of scientific psychology and common sense~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Evaluate the various psychological research methods~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Discuss the importance of ethical principles in research~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Summarize the key functions of different brain components~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Describe the role of heredity and environment on behavior~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Describe the processes involved in sensation and perception~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Distinguish between the various states of human consciousness~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Identify the differences between various theories of learning~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Describe the process involved in the encoding, storage and retrieval of memories~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Discuss the theories of intelligence and the goals of psychological testing~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Distinguish between the two major categories of human motives~~

~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the basic components of emotion~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Explain how biological and environmental factors contribute to developmental differences~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Define the construct of personality~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Describe the theoretical approaches to understanding abnormal behavior~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the various models of psychotherapy~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Discuss the situational influences on behavior~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Describe psychological differences and similarities between groups based on gender, sexuality, social, or cultural grouping~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Apply concepts and theories to personal development~~
  ~~Degree of Importance~~ - ~~Recommended~~

2. **Requisite Type** ~~Enrollment~~ Recommended ~~Limitation~~ Course Preparation
   Subject
   Requisite Course
   Non Course Requirements
   –

   Min Grade –
   Comments – Eligibility for college-level composition as determined by college assessment or other appropriate method
   ~~**Min Grade**~~ -
   ~~**Comments**~~ -
   Requisite Validation CCN/C-ID Requirement
   Skills Analysis
   Requisite Course Objective(s)

Catalog View Recommended Course Preparation: PSYC ~~1~~ C1000 with a minimum grade of C, ~~Enrollment Limitation:~~ Eligibility for college-level composition as determined by college assessment or other appropriate method ~~:~~

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  Monthly
- Quizzes
  Frequency

Weekly
- Research Projects
  Frequency
  1 per semester
- Papers
  Frequency
  A minimum of 1 per semester
- Class Participation
  Frequency
  Weekly
- Home Work
  Frequency
  Weekly or every other week

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
 Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

-

Explain why this course should be offered in Distance Education mode.
This course has already been offered in distance education mode.
Explain how the decision was made to offer this course in a Distance Education mode.
This course has already been offered in distance education mode. One of our goals outlined in our program review is to maintain and increase our distance education offerings for all psychology courses that lend themselves well to this format. PSYC 3 has been successfully taught online for many years, and the department wishes to continue to offer this course online for students who are unable to take the course on campus.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under

usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

-

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No
Explain
Measurable Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes
A student can achieve the same goals and objectives identified in the course outline of record. Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes
The same assessments and level of student accountability can be achieved. Yes
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

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

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  Monthly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Weekly or every other week

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Weekly or every other week
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  A minimum of 1 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Weekly or monthly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Students will attend or access synchronous or asynchronous lectures for each chapter covered in the course (approximately 10-15 lectures).
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Weekly

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** David Myers, Jean Twenge
   Title Exploring Social Psychology
   Edition 9th
   Publisher McGraw-Hill
   ISBN-13
   Year 2021

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

-

Or Equivalent No

2. **Author(s)** Saul Kassin, Steven Fein, Hazel R Markus

    Title Social Psychology

    Edition 11th

    Publisher Pearson

    ISBN-13

    Year 2023

    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

    -

    Or Equivalent No

3. **Author(s)** Elliot Aronson, Timothy D Wilson, Robin M Akert, Samuel R Sommers

    Title Social Psychology

    Edition 11th

    Publisher Cengage

    ISBN-13

    Year 2021

    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

    -

    Or Equivalent No

4. **Author(s)** Thomas Gilovich, Dacher Keltner, Serena Chen, Richard E Nisbett

    Title Social Psychology

    Edition 5th

    Publisher W. W. Norton & Company

    ISBN-13

    Year 2019

    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

    Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request Yes
  Already Approved No
  Effective Semester

Cal-GETC No

UC transfer Yes

- Transfers to UC
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

C-ID proposal Yes
C-ID
Las Positas College GE Yes

- IV. Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU GE Yes

- D - Social Science
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU American Institutions No

IGETC Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No

Effective Semester
Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File
SLOs

Codes and Dates

Course Codes

Originator ~~Roy~~ Kutil , ~~Robin~~ Craig

Origination Date

10/ ~~31~~ 01 / ~~2022~~ 2024

Proposal Type

Technical Course ~~Modification~~ Revision

Parent Course

No Previous Course

PSYC 3 - Introduction to Social Psychology

Entry of Special Dates

- Board of Trustees

  ~~04/18/2023~~

- State Approval

  ~~04/19/2023~~

- CC Approval

  ~~03/06/2023~~

Instructional Services

Effective Term Fall ~~2024~~ 2025

Implementation Date

~~01~~ 10 /01/2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000369595

CB03: TOP Code

200100 - Psychology, General

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

Y - Credit Course

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status N - Course is not an upper division course

Comparison

LAS POSITAS
C O L L E G E

Technical Course Revision: PSYC 13 - Psychology of Women

Technical Course Revision: PSYC 13 - Psychology of Women (Launched - Implemented 10-01-2024)

compared with

PSYC 13 - Psychology of Women (Active - Implemented 03-23-2023)

Cover

Subject PSYC
Course Number 13
Course Title Psychology of Women
Effective Term Fall ~~2023~~ 2025
TOP Code 2001.00 - Psychology, General
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course examines the diverse experiences of women from a psychological perspective. Students will explore psychological theory and research on gender and issues that affect women, and will gain insight into how psychologists investigate gender-related issues.
Material fees apply to this course?
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable
CB22: Non Credit Course Category Y - Not Applicable, Credit course
Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 3.000

Max Units 0.000

Lab No

Min Units

Max Units

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Psychology
   Interdisciplinary
   Condition

Psychology

Measurable Objectives

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

1. **Objective Text**
   ~~explain~~ Explain the psychological approaches to gender similarities and differences
2. **Objective Text**
   ~~compare~~ Compare and contrast various theoretical approaches to understanding gender
3. **Objective Text**
   ~~identify~~ Identify problems and biases in conducting psychological research
4. **Objective Text**
   ~~recognize~~ Recognize and discuss gender stereotypes and other gender biases that exist in various cultures
5. **Objective Text**
   ~~describe~~ Describe theories of gender development, identify factors that shape gender typing, and discuss children's knowledge of gender roles and stereotypes
6. **Objective Text**
   ~~discuss~~ Discuss adolescent girls' self-concept, experiences with education and career planning, and interpersonal relationships

7. **Objective Text**

~~evaluate~~ <u>Evaluate</u> research on gender comparisons in cognitive abilities, attitudes about success, and social and personality characteristics

8. **Objective Text**

~~identify~~ <u>Identify</u> issues that women face in the workplace, including experiencing discrimination and coordinating employment with personal life

9. **Objective Text**

~~discuss~~ <u>Discuss</u> women's romantic relationships and sexual attitudes and behavior

10. **Objective Text**

~~describe~~ <u>Describe</u> women's experiences with pregnancy, childbirth, and motherhood

11. **Objective Text**

~~summarize~~ <u>Summarize</u> the health concerns of women and biases against women in medical research and care

12. **Objective Text**

~~recognize~~ <u>Recognize</u> and discuss some of the psychological disorders that are more common for women

13. **Objective Text**

~~discuss~~ <u>Discuss</u> women's reactions to sexual harassment, sexual assault, rape, and abuse

14. **Objective Text**

~~identify~~ <u>Identify</u> issues that women face in older adulthood

Course Content

Lecture Content

1. Introduction to the psychology of women
   1. Central concepts
      1. Defining sex and gender
      2. Feminist approaches to studying gender
      3. Psychological approaches to gender similarity and difference
   2. Theoretical approaches to understanding gender
      1. The cognitive approach
      2. The social learning approach
      3. The evolutionary approach
      4. The social constructionist approach
   3. A brief history of the psychology of women
   4. Women and ethnicity
   5. Problems and biases in current research
2. Gender stereotypes and other gender biases
   1. Biased representations of women and men
   2. The content and consequences of gender stereotypes
   3. Sexism and heterosexism
3. Infancy and childhood
   1. Theories of gender development
   2. Factors that shape gender typing
   3. Children's knowledge about gender
4. Adolescence

      1. Puberty and menstruation
      2. Self-concept and identity
      3. Education and career planning
5. Gender comparisons
      1. Cognitive abilities
      2. Attitudes about success
      3. Social and personality characteristics
6. Women and work
      1. Discrimination in the workplace
      2. Women's experience in traditionally male or female occupations
7. Romantic relationships
      1. Dating and living together
      2. Marriage and divorce
      3. Lesbians and bisexual women
      4. Single women
8. Sexuality
      1. Sexual attitudes and behavior
      2. Birth control and abortion
9. Pregnancy, childbirth, and motherhood
      1. Pregnancy
      2. Childbirth
      3. Motherhood
      4. Infertility
      5. Child free by choice
10. Women and physical health
      1. Health concerns of women
      2. Biases against women in medical research and care
11. Women and psychological disorders
      1. Depression
      2. Eating disorders
      3. Treating psychological disorders in women
12. Violence against women
      1. Sexual harassment
      2. Sexual assault and rape
      3. Abuse
13. Women and older adulthood
      1. Attitudes toward older women
      2. Menopause
      3. Social relationships

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity

  Comments

  Utilization of video and/or CD-ROM excerpts
- Demonstration

  Comments

  Demonstrations and simulations
- Discussion

  Comments

  Discussion and problem solving of significant or controversial issues
- Lecture

  Comments

  Lectures on major themes and concepts
- Written Exercises

  Comments

  Written assignments

Other Yes

1. **Explain**

   Readings from texts, supplementary materials, primary source materials
2. **Explain**

   Application of concepts to personal experiences
3. **Explain**

   Student-led presentations

Equity Based Curriculum

- DE Course Interaction

  Address

  Students will be informed of the technology needed to participate effectively in the course. Course materials will be accessible to students with varying levels of access to technology.
- Measurable Objectives

  Address

  The measurable objectives use inclusive language and address multiple viewpoints.
- Course Content

  Address

  Course material will examine women's diverse perspectives and experiences with an intersectional lens, and will be responsive to students' current social and cultural contexts. Course content will be relevant and applicable to students' everyday lives and future careers.
- Methods of Instruction

  Address

  Methods of instruction will include lectures, discussions, closed captioned videos, and online articles.
- Assignments

  Address

  Assignments will be designed with the intent of encouraging the student to make meaningful connections with the course material. Assignments will be relevant and applicable to students' everyday lives and future careers.

- Methods of Evaluation
  Address
  A variety of evaluation methods will be used; these methods will consider students' diverse strengths.
  Methods of evaluation will include both formative and summative assessments.
- Typical Texts
  Address
  Textbooks will be selected based on how current they are, how affordable they are, how well they cover the most current findings in the field, and how well they represent the experiences of underrepresented groups.

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   1. Reading and discussion
      1. Read the chapter on gender stereotypes and gender biases. Be prepared to discuss gender biases in the media and the negative consequences of gender stereotypes.
      2. Read the chapter on adolescence. Be prepared to discuss the research findings on adolescent girls' experiences with math and science, and be ready to share your own experiences with math and science as an adolescent.
   2. Writing
      1. Research and write a term paper pertaining to one of the primary topic areas discussed in this course. Cite references in proper APA format and include a reference section.
      2. Write a brief reflection on the portrayal of violence against women in the media. Your reflection should discuss specific examples of violence against women in the media, your opinions on the portrayal of violence against women in the media, and any other issues you feel are important regarding this topic. Be prepared to discuss the content of your reflection in class.
      3. Select an empirical study pertaining to one of the primary topic areas discussed in this course. Write a paper that summarizes and evaluates the empirical study.
      4. Conduct a content analysis of a specific form of media that focuses on how gender stereotypes and roles are portrayed in that form of media. Write the results of your analysis in an APA style paper. Cite references in proper APA format and include a reference section.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Upon completion of PSYC 13, the student will be able to analyze the ways in which the course material could be applied to real world problems and
   issues.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Upon completion of PSYC 13, the student will be able to apply theories, concepts and findings in the field of psychology of women for self-understanding,
   self-improvement, and lifelong learning.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Upon completion of PSYC 13, the student will be able to demonstrate critical thinking skills and information competence as applied to topics in the field of
   psychology of women.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

4. **Outcome Text**
   Upon completion of PSYC 13, the student will be able to demonstrate familiarity with the major concepts, theoretical perspectives, research methods, and
   empirical findings in the field of the psychology of women.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

5. **Outcome Text**
   Upon completion of PSYC 13, the student will be able to explain ways in which gender stereotypes, sexism, and various cultural influences affect genderrelated
   human behavior.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject PSYC (Psychology)
   Requisite Course PSYC ~~1~~ C1000 - ~~General~~ Introduction to Psychology(~~Active~~ Launched)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis

Requisite Course Objective(s)

- - Define the various theoretical perspectives that have shaped the study of psychology
  Degree of Importance - Not Necessary
- - Contrast the unifying themes that underlie the field of psychology
  Degree of Importance - Not Necessary
- - Distinguish between the goals of scientific psychology and common sense
  Degree of Importance - Recommended
- - Evaluate the various psychological research methods
  Degree of Importance - Recommended
- - Discuss the importance of ethical principles in research
  Degree of Importance - Recommended
- - Summarize the key functions of different brain components
  Degree of Importance - Not Necessary
- - Describe the role of heredity and environment on behavior
  Degree of Importance - Not Necessary
- - Describe the processes involved in sensation and perception
  Degree of Importance - Not Necessary
- - Distinguish between the various states of human consciousness
  Degree of Importance - Not Necessary
- - Identify the differences between various theories of learning
  Degree of Importance - Not Necessary
- - Describe the process involved in the encoding, storage and retrieval of memories
  Degree of Importance - Not Necessary
- - Discuss the theories of intelligence and the goals of psychological testing
  Degree of Importance - Not Necessary
- - Distinguish between the two major categories of human motives
  Degree of Importance - Not Necessary
- - Describe the basic components of emotion
  Degree of Importance - Not Necessary
- - Explain how biological and environmental factors contribute to developmental differences
  Degree of Importance - Not Necessary
- - Define the construct of personality
  Degree of Importance - Not Necessary
- - Describe the theoretical approaches to understanding abnormal behavior
  Degree of Importance - Not Necessary
- - Describe the various models of psychotherapy
  Degree of Importance - Not Necessary
- - Discuss the situational influences on behavior
  Degree of Importance - Recommended
- - Describe psychological differences and similarities between groups based on gender, sexuality, social, or cultural grouping
  Degree of Importance - Recommended
- - Apply concepts and theories to personal development
  Degree of Importance - Not Necessary

Catalog View **Recommended Course Preparation:** PSYC C1000 with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  1-2 per semester
- Quizzes
  Frequency
  Weekly
- Research Projects
  Frequency
  1 per semester
- Papers
  Frequency
  A minimum of 1 per semester
- Oral Presentation
  Frequency
  1 per semester
- Class Participation
  Frequency
  Weekly
- Home Work
  Frequency
  Weekly or every other week

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. No
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE

format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

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

The psychology faculty believe that this course should be offered online so that it is more accessible to all students in the program, including students who are unable to take on-campus courses. As a department, we are trying to increase our distance education course offerings so that students have the ability to complete most elective courses and courses required for the psychology AA-T either in person or online. Additionally, offering more psychology courses online will benefit students outside of our program who take psychology courses to fulfill general education requirements.

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

The decision was made based on discussions with psychology faculty and feedback from our students.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No
Explain
Measurable Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes
A student can achieve the same goals and objectives identified in the course outline of record. Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes
The same assessments and level of student accountability can be achieved. Yes
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **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
  Monthly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Weekly or every other week

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Students will come to campus to participate in discussions about the course material between 1-4 times per month.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  Monthly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Weekly or every other week

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Weekly or every other week
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  A minimum of 1 per semester.

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  1 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Weekly or monthly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Students will attend or access synchronous or asynchronous lectures for each chapter covered in the course (approximately 10-15 lectures).
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Weekly
- **Other:**
  Frequency
  1 per semester.

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Claire Etaugh, Judith Bridges
   Title Women's Lives: A Psychological Exploration
   Edition 4th
   Publisher Routledge
   ISBN-13
   Year 2018
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   -
   Or Equivalent No
2. **Author(s)** Hilary Lips
   Title A New Psychology of Women: Gender, Culture, and Ethnicity
   Edition 4th
   Publisher Waveland Press
   ISBN-13
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   -
   Or Equivalent No

3. **Author(s)** Miriam Liss, Kate Richmond, Mindy J. Erchull

   Title Psychology of Women and Gender

   Edition 1st

   Publisher W. W. Norton & Company, Inc.

   ISBN-13

   Year 2019

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

4. **Author(s)** Nicole M. Else-Quest, Janet Shibley Hyde

   Title The Psychology of Women and Gender: Half the Human Experience

   Edition 10th

   Publisher Sage Publications, Inc.

   ISBN-13

   Year 2021

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

5. **Author(s)** Margaret W. Matlin, Rebecca D. Foushee

   Title The Psychology of Women and Gender

   Edition 8th

   Publisher Cengage

   ISBN-13

   Year 2023

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Computer access

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request Yes
  Already Approved No
  Effective Semester

Cal-GETC No

UC transfer Yes

- Transfers to UC
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

C-ID proposal No
C-ID
Las Positas College GE Yes

- IV. Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU GE Yes

- D - Social Science
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU American Institutions No

IGETC Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator ~~Roy~~ Kutil , ~~Robin~~ Craig

Origination Date

10/ ~~31~~ 01 / ~~2022~~ 2024

Proposal Type

Technical Course ~~Modification~~ Revision

Parent Course

No Previous Course

PSYC 13 - Psychology of Women

Entry of Special Dates

- Board of Trustees

  ~~01/17/2023~~

- State Approval

  ~~01/30/2023~~

- CC Approval

  ~~12/05/2022~~

Instructional Services

Effective Term Fall ~~2023~~ 2025

Implementation Date

~~03~~ 10 / ~~23~~ 01 / ~~2023~~ 2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000521428

CB03: TOP Code

200100 - Psychology, General

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

 Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Technical Course Revision: PSYC 21 - Psychology of Race and Identity

Technical Course Revision: PSYC 21 - Psychology of Race and Identity (Launched - Implemented 09-27-2024)

compared with

PSYC 21 - Psychology of Race and Identity (Active - Implemented 08-15-2022)

Cover

Subject PSYC

Course Number 21

Course Title Psychology of Race and Identity

Effective Term Fall ~~2022~~ 2025

TOP Code 2001.00 - Psychology, General

Basic Skills Status N - Not Basic Skills

SAM Priority Code E - Non-Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

This course is an introduction to the impact of race and ethnicity on identity in the United States, which focuses on how these influence human behavior and shape one's understanding of the world around them. We will study a variety of topics related to race, ethnicity, social and cultural group developmental norms and the extent of influence these norms may have on an individual's worldview. This course seeks to strengthen diversity awareness and knowledge by engaging in difficult discussions surrounding race and identity. This course will review a broad range of theories and research findings regarding race and ethnicity's influence on human behavior and cognitive process. Topics covered include stereotypes, prejudice, discrimination, racism, the intersection between race, ethnicity and other forms of oppression, privilege, and identity development. Students ~~who~~ may ~~have~~ receive ~~completed,~~ credit ~~or are enrolled in,~~ for ETHS 5 ~~may~~ or PSYC 21, but not ~~receive credit~~ both .

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category <u>Y - Not Applicable, Credit course</u>

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 3.000

Max Units 0.000

Lab No

Min Units

Max Units

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Number of times a course can be taken for credit. 1

Justification for Repeatability

N/A

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Psychology of Race and Identity:

ETHS 5 - Psychology of Race and Identity

PSYC 21 - Psychology of Race and Identity

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

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

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Ethnic Studies
   Interdisciplinary
   Condition or
2. **Minimum Qualification** Psychology
   Interdisciplinary
   Condition

Ethnic Studies

Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies,Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies OR Master's in Ethnic Studies OR the equivalent

Measurable Objectives

Objectives

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

1. **Group Title** Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories,

cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation

2. **Group Title** Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities

3. **Group Title** Identify and apply skills that enhance culturally specific communications, interactions, and relationships

4. **Group Title** Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies

5. **Group Title** Compare and contrast research biases in the study of individuals from diverse and/or oppressed populations

6. **Group Title** Appraise one's own ethnic/cultural origins and one's biases towards certain groups by demonstrating active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom

Course Content

Lecture Content

1. Introduction to Psychology of Race and Identity
    1. Exploration of concepts such as, but not limited to Race, Culture, Ethnicity and Identity
        1. Critical Race Theory
        2. Feminist Theory
        3. Queer Theory
    2. Understanding Intersectionality as it relates to Race, Culture, Ethnicity and Identity
    3. Identify what is meant by Understanding Multiculturalism as the "fourth force" of Psychology and the Social Sciences
    4. Exploring the relationship and history of race and identity within the field of Psychology and the Social Sciences
2. Language and Communication
    1. Exploring communication patterns and/or rules employed by individuals from diverse and/or oppressed backgrounds
        1. Understanding Metacognition
        2. The Fundamental Attribution Error
        3. Evaluating Biases in Communication & the impact these have on individuals' interactions with society at large
        4. The Role of Language in sociopolitical discourse and advocacy
3. Worldviews
    1. Development of Worldviews as impacted by Race and Identity in the United States
    2. Understanding the importance of Cultural Competency
    3. Exploring Individualistic & Collectivistic Cultural Perspectives on an individual's development of a worldview.
    4. Impact of External vs. Internal Locus of Control on members of oppressed groups

   5. Exploration of values on the development of an Individual's worldview and the impact this has on shaping behavior
   6. Exploring worldview from the perspective of people of color, specifically African American and Latinx
4. Identity Development
   1. Racial/Cultural Identity Development (R/CID Model)
   2. White Racial Identity Development
   3. African American/Black Identity Development Model (Cross, 1971)
   4. Chicano/Latinx Identity Development (Riuz, 1990)
   5. Implications of Identity Development on Shaping Behavior & Mental Processes
   6. The role of Identity Development in Advocacy
   7. Exploration of intersectionality as it relates to aspects of one's identity
5. Privilege
   1. Understanding Power & Privilege and its impact on both individuals as well as an individual's behavior within a group
   2. Acknowledging one's privilege and how it shapes racial and cultural norms & identity
6. Stereotypes, Prejudice, Discrimination & Racism
   1. Stereotype Threat and its impact on human behavior
   2. Exploring the impact of microaggressions on an individual's identity development
   3. Exploring the impact of Institutionalized Stereotypes, Prejudice, Discrimination & Racism and their influence on individual and societal norms
   4. Exploring the relevance of stereotypes, prejudice, discrimination and ideals related to white supremacy on current events
   5. Discussing the impacts of Racial Profiling
7. Oppression and Marginalization
   1. In-Group/Out-Group bias
   2. Psychological-ideological Threats of Marginalization
   3. Internalized Oppression
   4. Race and Social Institutions
   5. Activism
8. Exploring the Intersection between Race, Ethnicity and Other Forms of Oppression:
   1. Sexism/Heterosexism/Heteronormativity
      1. Defining Sexism, Heterosexism & Heteronormativity
      2. Exploring Gender Oppression
      3. Exploring Sexual Orientation & the impact of the coming out process on identity development
      4. Transgender Identity
   2. Race, Ethnicity, Immigration and Acculturation
      1. Defining Acculturation
      2. How does Acculturative Stress and related Stressors impact thoughts and behavior?
   3. Ageism and Ableism
      1. Defining Ageism & Ableism
      2. Identifying Models of Disability that impact perception of individuals with disabilities
9. Race, Ethnicity and Mental Health
   1. Race, Ethnicity & Help-Seeking Behaviors
   2. Race, Ethnicity & Mental Health Diagnosis

3. Race, Ethnicity & Mental Health Treatment
4. Race, Ethnicity &Portrayal of Mental Health in the Media

10. Research Methods
    1. Identify and review biases related to race, gender, sexual orientation in addition to other oppressed groups in Psychological Research & Testing
    2. Review and Differentiate between Quantitative & Qualitative Methods of Cross-Cultural Research within Psychology:
        1. Participatory Research
        2. Interviews
        3. Focus Groups
        4. Discourse Analysis
        5. Ethnographic Studies
    3. Understanding history of Psychological Testing related to diverse and oppressed groups (e.g. African Americans) within the United States (U.S.)

Lab Content
Work Experience Content

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments

- Discussion
  Comments

- Guest Lecturers
  Comments

- Lecture
  Comments

- Written Exercises
  Comments

Other Yes

1. **Explain**
   Exams
2. **Explain**
   Collaborative Group Work
3. **Explain**
   Interviews

Equity Based Curriculum

- DE Course Interaction
  Address
  Course can be taught asynchronously with students participating in group work, individual work as well as regular interactions with the instructor. Amount of time required for assignments is communicated to students weekly throughout the course.
- Measurable Objectives
  Address
  The Measurable Objectives for this course reflect a desire to equip students with skills to advance equity in their lives as well as empower them to reflect on allyship and how to apply and integrate knowledge from the course in their day-to-day lives.
- Course Content
  Address
  The wide scope of material covered in the course allows for each student to personally relate to and/or grapple with aspects of their identity, thus encouraging each student to personally engage with the material on their educational journey.
- Methods of Instruction
  Address
  This course embraces a variety of methods of instruction including, but not limited to, live and recorded lectures, close captions videos, online articles, group discussions (facilitated by students), textbooks and current event articles.
- Assignments
  Address
  Assignments for the course include:
  Interviews with community members,
  Facilitating Group discussions
  Personal Identity Reflection Paper
  Assigned Readings and Review of Videos to further explore course material.
  Assignments encourage students to reflect on personal identity and develop skills to apply and integrate course material into their day to day lives.
- Methods of Evaluation
  Address
  Methods of Evaluation for the course are means to allow students to develop and practice skills needed for later advanced academic tasks as well as to actively engage with course material. Examples of these methods of evaluation include: Facilitating Group Discussion, Classroom Presentations, Group Assignments and Individual Video Recording Assignments.

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   1. Lecture:
      1. Topic: Stereotypes, Prejudice, Discrimination & Racism
         1. Define Terminology (Stereotype, microaggressions, Discrimination, Racism, etc.)
         2. Exploring the impact of microaggressions on an individual's identity development

3. Exploring the impact of Institutionalized Stereotypes, Prejudice, Discrimination & Racism and their influence on individual and societal norms
4. Exploring the relevance of stereotypes, prejudice, discrimination and ideals related to white supremacy on current events
5. Review & discuss assigned readings

2. Reading:
   1. Prior to class students will read:
      1. Read Mio Chapter 6
      2. Adams 10 – Symbolic Racism, History and Reality

3. Video:
   1. Prior to and during class meetings students will watch videos of current events related to Stereotypes, Prejudice, Discrimination & Racism
      1. Examples include:
         1. Recorded Lecture by Dr. Claude Steele on Stereotype Threat
         2. What would you do: Shopping While Black – A Social Experiment

4. Paper (1 of multiple):
   1. For this assignment, you will write a 3–5-page paper in which you describe some of the significant influences on your development.
      1. You should pay particular attention to ethnicity, culture, migration, religious factors, family values, sociocultural influences, economic factors, language, acculturation, gender, oppression, racism, issues of social justice and/or privilege.
      2. Major goals of this paper are to help students:
      3. Clarify the impact of culture on identity, life experiences, and world views
      4. Identify the major groups and cultures that have contributed to one's cultural identity
      5. Encourage discussion of stereotypes that may be embedded in cultural experience
      6. Describe how struggle, resistance, social justice, solidarity and liberation asexperienced by communities of color are relevant to current issues.
   2. This paper should be written in APA format, which includes a title page, appropriate citations and a reference page.

5. Discussion:
   1. Each week students will provide two questions from the readings before each class period for discussion. Each week those students will be responsible for facilitating a class discussion on their selected questions.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of PSYC 21, the student will be able to appraise~~ Appraise one's own ethnic/cultural origins and one's biases towards certain groups.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**

~~Upon completion of PSYC 21, the student will be able to compare~~ <u>Compare</u> and contrast research biases in the study of individuals from diverse populations.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**

~~Upon completion of PSYC 21, the student will be able to compare~~ <u>Compare</u> and contrast the effects of prejudice, stereotyping, and discriminatory attitudes and
behaviors upon majority and minority groups.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

4. **Outcome Text**

~~Upon completion of PSYC 21, the student will be able to describe~~ <u>Describe</u> skills that enhance cross-cultural communication, interactions, and relationships.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

5. **Outcome Text**

~~Upon completion of PSYC 21, the student will be able to describe~~ <u>Describe</u> stressors related to acculturation into a new society.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

6. **Outcome Text**

~~Upon completion of PSYC 21, the student will be able to explain~~ <u>Explain</u> how culture affects the conceptualization of mental health, symptomology and help
seeking behaviors.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
Subject PSYC (Psychology)
Requisite Course PSYC ~~1~~ <u>C1000</u> - ~~General~~ <u>Introduction to</u> Psychology(~~Historical~~ <u>Launched</u>)
Non Course Requirements
Min Grade C

Comments

Requisite Validation Skills Analysis

Skills Analysis

Requisite Course Objective(s)

- ~~define~~ <u>Demonstrate</u> ~~the~~ <u>fundamental</u> ~~various~~ <u>knowledge and comprehension of major concepts,</u> theoretical perspectives <u>,</u> ~~that~~ <u>historical</u> ~~have~~ <u>and</u> ~~shaped~~ <u>cultural contexts, and empirical findings within</u> the ~~study~~ <u>broad discipline</u> of psychology <u>.</u>

  Degree of Importance Recommended

- ~~contrast~~ <u>Use</u> ~~the~~ <u>a</u> ~~unifying~~ <u>scientific</u> ~~themes~~ <u>approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing</u> that ~~underlie~~ <u>biases</u> ~~the~~ <u>filter</u> ~~field of psychology~~

  ~~**Degree of Importance** - Not Necessary~~

- ~~- distinguish between the goals of scientific psychology and common sense~~ <u>experiences.</u>

  Degree of Importance Recommended

- ~~evaluate the various~~ <u>Apply</u> psychological ~~research~~ <u>theories,</u> ~~methods~~ <u>concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.</u>

  Degree of Importance Recommended

- ~~discuss~~ <u>Draw logical and objective conclusions about</u> the ~~importance of ethical principles in research~~

  ~~**Degree of Importance** - Not Necessary~~

- ~~- summarize the key functions of different brain components~~

  ~~**Degree of Importance** - Not Necessary~~

- ~~- describe the role of heredity~~ <u>mind</u> and ~~environment~~ <u>behavior</u> ~~on~~ <u>from</u> ~~behavior~~

  ~~**Degree**~~ <u>evidence</u> ~~of~~ <u>to</u> ~~**Importance**~~ <u>show</u> ~~Not~~ <u>how</u> ~~Necessary~~

- <u>psychology</u> ~~describe~~ <u>evaluates,</u> ~~the processes involved in sensation~~ <u>modifies,</u> and ~~perception~~

  ~~**Degree**~~ <u>supports</u> ~~of~~ <u>its</u> ~~**Importance** - Not Necessary~~

- ~~- distinguish between the various states of human consciousness~~

  ~~**Degree of Importance** - Not Necessary~~

- ~~- identify the differences between various theories of learning~~

  ~~**Degree of Importance** - Not Necessary~~

- ~~- describe the process involved in the encoding, storage~~ <u>claims</u> and ~~retrieval~~ <u>counters</u> ~~of~~ <u>unsubstantiated</u> ~~memories~~

  ~~**Degree of Importance** - Not Necessary~~

- ~~- discuss the theories of intelligence and the goals of psychological testing~~

  ~~**Degree of Importance** - Not Necessary~~

- ~~- distinguish between the two major categories of human motives~~

  ~~**Degree of Importance** - Not Necessary~~

- ~~- describe the basic components of emotion~~

  ~~**Degree of Importance** - Not Necessary~~

- ~~- explain how biological and environmental factors contribute to developmental differences~~

  ~~**Degree of Importance** - Not Necessary~~

- ~~- define the construct of personality~~

  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~- describe the theoretical approaches to understanding abnormal behavior~~

  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~- describe the various models of psychotherapy~~

  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~- discuss the situational influences on behavior~~

  ~~Degree of Importance~~ - ~~Recommended~~
- ~~- describe psychological differences and similarities between groups based on gender~~ <u>statements</u> , ~~sexuality, social,~~ <u>opinions</u> or ~~cultural grouping~~

  ~~Degree of Importance~~ - ~~Recommended~~
- ~~- apply concepts and theories to personal development~~ <u>beliefs.</u>

  Degree of Importance Recommended

Catalog View **Recommended Course Preparation:** <u>PSYC C1000 with a minimum grade of C</u> -

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  A minimum of 2 per semester.
- Papers
  Frequency
  A minimum of 3 per semester.
- Class Participation
  Frequency
  Weekly or every other week
- Other (Please Explain)
  Frequency

  Co-Facilitation of Classroom Discussion/Live Online Group Discussions

  Each student will facilitate one discussion throughout the course of the semester

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term

I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
 Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

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

The psychology faculty believe that this course should be offered online so that it is more accessible to all students in the program, including students who are unable to take on-campus courses. As a department, we are trying to increase our distance education course offerings so that students have the ability to complete most elective courses and courses required for the psychology AA-T either in person or online. Additionally, offering more psychology courses online will benefit students outside of our program who take psychology courses to fulfill general education requirements.

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

The decision was made based on discussions with psychology faculty and feedback from our students.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with

disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Measurable Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

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

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

Yes

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

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

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

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  Monthly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Weekly or every other week

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

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

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  At least 5 discussion group meetings throughout the semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  A minimum of 3 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  A minimum of 2 per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Students will attend or access synchronous or asynchronous lectures for each chapter covered in the course (approximately 10-15 lectures).
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Weekly
- **Other:**
  Frequency
  Students will co-facilitate a class discussion once per semester.

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** C A Callagher
   Title Rethinking the Color Line: Readings in Race and Ethnicity
   Edition 6th
   Publisher McGraw Hill.
   ISBN-13
   Year 2012
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Fundamental Textbook related to Ethnic Studies.
   Or Equivalent No
2. **Author(s)** Derald Wing Sue, David Sue
   Title Counseling the Culturally Diverse: Theory and Practice
   Edition 7th
   Publisher John Wiley & Sons P&T
   ISBN-13
   Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

3.   **Author(s)** Maurianne Adams, Warren Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, Ximena Zuniga

Title Readings for Diversity and Social Justice

Edition 3rd

Publisher Routledge

ISBN-13

Year 2013

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

4.   **Author(s)** David Matsumoto, Linda Juang

Title Culture and Psychology

Edition 6th

Publisher Cengage Learning

ISBN-13

Year 2017

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

5.   **Author(s)** Jeffery Mio, Lori Barker, Melanie Domenech Rodriquez

Title Multicultural Psychology: Understanding Our Diverse Communities

Edition 5th

Publisher Oxford University Press

ISBN-13

Year 2020

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

6.   **Author(s)** Sharon K Anderson, Valerie A Middleton

Title Explorations in Diversity: Examining Privilege and Oppression in a Multicultural Society

Edition 2nd

Publisher Cengage Learning

ISBN-13

Year 2011

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This book has not been released in an updated version since 2011. This textbook is pivotal to the application of course material as it exemplifies how each concept affects individuals from diverse backgrounds. This book includes independent stories from a variety of contributors.

Or Equivalent No

7.   **Author(s)** Steven J. Heine

Title Cultural Psychology

Edition 4th

Publisher W.W. North & Company

ISBN-13

Year 2020

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

       Or Equivalent No

8. **Author(s)** R Takaki

   Title A Different Mirror for Young People: A History of Multicultural America

   Edition 1st

   Publisher Triangle Square; Illustrated edition

   ISBN-13

   Year 2012

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Dr. Takaki is one of the foremost scholars in Ethnic Studies and his book is a pivotal textbook for
   Ethnic Studies Courses.

   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
  Effective Semester

Cal-GETC ~~No~~ Yes

-   4 - Social and Behavioral Sciences
  Comments
  New Request   No
  Already approved substantial change   No
  Already approved unsubstantial change   Yes

Effective Semester

- **6 - Ethnic Studies**
  Comments
  New Request   No
  Already approved substantial change   No
  Already approved unsubstantial change   Yes
  Effective Semester

UC transfer Yes

- Transfers to UC
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change ~~No~~ Yes
  Effective Semester

C-ID proposal No
C-ID
Las Positas College GE Yes

- IV. Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
  Effective Semester
- **VI. Ethnic Studies**
  Comments
  New Request   No
  Already approved substantial change   No
  Already approved unsubstantial change   Yes
  Effective Semester

CSU GE Yes

- D - Social Science
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester
- F - Ethnic Studies
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU American Institutions No

IGETC Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator ~~Turner-August~~ Kutil , ~~Sheena~~ Craig

Origination Date
~~10~~ 09 / ~~29~~ 27 / ~~2021~~ 2024

Proposal Type
Technical Course ~~Modification~~ Revision

Parent Course
No Previous Course
PSYC 21 - Psychology of Race and Identity

Entry of Special Dates

- Board of Trustees

  ~~01/18/2022~~

- State Approval

  ~~03/18/2022~~

- CC Approval

  ~~12/06/2021~~

Instructional Services
Effective Term Fall ~~2022~~ 2025

Implementation Date
~~08~~ 09 / ~~15~~ 27 / ~~2022~~
2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000588431

CB03: TOP Code

200100 - Psychology, General

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

 Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

   Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Comparison

LAS POSITAS COLLEGE

Technical Course Revision: PSYC 25 - Research Methods

> Technical Course Revision: PSYC 25 - Research Methods (Launched - Implemented 09-27-2024)
>
> compared with
>
> PSYC 25 - Research Methods (Active - Implemented 08-15-2021)

Cover

Subject PSYC

Course Number 25

Course Title Research Methods

Effective Term Fall ~~2021~~ 2025

TOP Code 2001.00 - Psychology, General

Basic Skills Status N - Not Basic Skills

SAM Priority Code E - Non-Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

Introduction to the use of the scientific method in the study of human and animal behavior. Coverage of descriptive, experimental, and non-experimental methods commonly used in psychological research. Topics will include ethical principles in research, hypothesis development and testing, observational methods, survey research, the fundamentals of experimental design, basic data analysis, and the presentation of research findings.

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

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

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 3.000

Max Units 0.000

Lab Yes

Min Units 1.000

Max Units 0.000

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Psychology
   Interdisciplinary
   Condition

Psychology

Measurable Objectives

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

1. **Group Title** Describe the historical and philosophical roots of scientific psychology
2. **Group Title** Recognize the difference between psychological concepts and operational definitions
3. **Group Title** Discuss how historical, social, and cultural factors bias scientific investigation
4. **Group Title** Write up research results in APA format
5. **Group Title** Describe the advantages and disadvantages of various sampling procedures
6. **Group Title** Contrast the strengths and weaknesses of various research methods used in the behavioral sciences
7. **Group Title** Evaluate the types of experimental designs including between-subjects, within-subjects, single-subject, factorial designs, and quasi-experiments
8. **Group Title** Use descriptive and inferential statistical procedures
9. **Group Title** Evaluate the use of validity and reliability in the behavioral sciences
10. **Group Title** Discuss the ethical considerations associated with conducting human and animal research

Course Content

Lecture Content

1. The role of scientific inquiry in psychology
    1. Non-scientific approaches to studying behavior: a historical overview
    2. Philosophical roots of scientific method: rise of empiricism and rationalism
    3. Understanding the scientific method
        1. Theories and hypotheses in science
        2. Measuring psychology: concepts and operational definitions
        3. Multimethod approach to science
        4. Cumulative nature of science
    4. Historical, social, and cultural context in science
        1. Ethnocentrism
        2. Anthropocentricism
2. Scientific writing and presentations
    1. Literature searches and determining source quality
    2. Writing a literature review
        1. Meta-analysis
    3. APA format for research reports
    4. Peer review processes in science
3. Descriptive statistics
    1. Measurement scales
    2. Measures of central tendency
    3. Measures of variability
4. Sampling
    1. Populations and samples
    2. Representative samples based on age, SES, ethnicity/race, religion, sexuality, disability, and other factors
    3. Probability and nonprobability sampling
5. Behavioral observation
    1. Types of behaviors in human and nonhuman animals
        1. Participant reactivity
    2. Validity and reliability in behavioral observations
    3. Naturalistic observation
    4. Participant observation
    5. Field experiments
6. Survey and interview methods
    1. Types of survey and interview questions
    2. Validity and reliability in survey research
    3. Types of collection techniques (print, telephone, Internet)
    4. Demand characteristics and response bias
    5. Longitudinal and cross-sectional research
7. Indirect measures
    1. Physical trace techniques
    2. Archival and content analysis
8. Hypothesis testing

1. Non-experimental (correlational) methods
    1. Testing the results of correlation studies
    2. Correlation coefficients and chi-squared procedures
    3. Correlation and causality
2. Experimental method
    1. Internal Validity: Requirements for determining causation
    2. Independent, dependent, and confounding variables
    3. Control, randomization, and counterbalancing in experiments
3. Designing an experiment
    1. Between-groups designs
    2. Within-groups designs
    3. Factorial designs
4. Data organization and analysis
    1. The null hypothesis
    2. Statistical significance, effect sizes, and power analysis
    3. t-test and one-way ANOVA procedures
    4. Statistical main effects and interactions
5. Other research designs
    1. Program evaluation
    2. Case studies and single-case designs
    3. Quasi-experimental designs
9. Ethical aspects of research
    1. Duty of care
    2. Informed consent
    3. Confidentiality
    4. Deception and debriefing
    5. Protocols for human and animal research
        1. Institutional Review Board (IRB)
        2. Institutional Animal Care and Use Committee (IACUC)

Lab Content

—

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Use of multimedia to illustrate major course concepts.
- Discussion
  Comments
  Discussion and problem solving of significant or controversial issues
- Lab
  Comments

- Conduct studies using observational, survey, interview, and/or unobtrusive methods. Data will be analyzed and discussed in the lab.

- Lecture
  Comments
  Lectures on major themes and concepts
- Student Presentations
  Comments
  Students will be expected to present the research studies.
- Written Exercises
  Comments
  Written assignments

Other Yes

1. **Explain**
   Readings from texts, supplementary materials, primary source materials

Equity Based Curriculum

- [DE Course Interaction](#)
  [Address](#)

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   1. Reading:
      1. Read chapter five from "Doing Psychological Experiments" and prepare a concept map of the steps in conducting an experiment. Include the necessary evaluations by an Institutional Review Board to insure ethical procedures.
   2. Writing:
      1. Write a critique of a published research article. Keep in mind the criteria for evaluating research presented in class and in the text.
      2. Write-up the results of the observational study of human behavior or the survey project in APA format. The paper must include all parts of a research paper, including title page, abstract, introduction, methods, results, and references.
   3. Project (emphasis on problem solving and critical thinking):
      1. Working in a group, develop a hypothesis and design an experiment using the techniques and concepts introduced in class and in the text. Identify the threats to validity that might be encountered in doing the experiment and how they can be overcome.
      2. Given a research problem, formulate at least two approaches that could be used to carry out research on the problem. Discuss the strengths and weaknesses associated with each approach identified.
   4. Laboratory:

1. Participate the two-group maze experiment using the Online Psychology Laboratory (OPL), analyze the class results using descriptive and inferential statistics, create graphs to show the results, and discuss your conclusions based on the analysis.
2. Generate a detailed description of a few behaviors your group wants to examine. Conduct eight 5-min observations of human behavior. Generate a graph that shows the mean and standard deviation of each behavior.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of PSYC 25, the student will be able to analyze~~ <u>Analyze</u> the structure of scientific inquiry, including the history and philosophy of scientific
    investigation.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   ~~Upon completion of PSYC 25, the student will be able to apply~~ <u>Apply</u> psychological content for personal, professional and lifelong learning goals.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   ~~Upon completion of PSYC 25, the student will be able to conduct~~ <u>Conduct</u> scientific research in psychology that includes reviewing scientific literature, analyzing
    data using descriptive and inferential statistics, interpreting results, and communicating the research in APA style.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

4. **Outcome Text**
   ~~Upon completion of PSYC 25, the student will be able to discuss~~ <u>Discuss</u> the advantages and limitations of different research methods used in psychological
    research, and the importance of reliability and validity in determining research quality.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

5. **Outcome Text**
   ~~Upon completion of PSYC 25, the student will be able to discuss~~ <u>Discuss</u> the importance of ethical principles in psychological research involving human and
    nonhuman animals and the historical events that led to these principles.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Subject PSYC (Psychology)
   Requisite Course PSYC ~~1~~ C1000 - ~~General~~ Introduction to Psychology(~~Historical~~ Launched)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation ~~Skills~~ CCN/C-ID ~~Analysis~~ Requirement
   Skills Analysis
   Requisite Course Objective(s)

   - ~~- define the various theoretical perspectives that have shaped the study of psychology~~
     ~~**Degree of Importance** - Required~~
   - ~~- contrast the unifying themes that underlie the field of psychology~~
     ~~**Degree of Importance** - Required~~
   - ~~- distinguish between the goals of scientific psychology and common sense~~
     ~~**Degree of Importance** - Required~~
   - ~~- evaluate the various psychological research methods~~
     ~~**Degree of Importance** - Required~~
   - ~~- discuss the importance of ethical principles in research~~
     ~~**Degree of Importance** - Required~~
   - ~~- summarize the key functions of different brain components~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- describe the role of heredity and environment on behavior~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- describe the processes involved in sensation and perception~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- distinguish between the various states of human consciousness~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- identify the differences between various theories of learning~~
     ~~**Degree of Importance** - Required~~
   - ~~- describe the process involved in the encoding, storage and retrieval of memories~~
     ~~**Degree of Importance** - Required~~
   - ~~- discuss the theories of intelligence and the goals of psychological testing~~
     ~~**Degree of Importance** - Required~~
   - ~~- distinguish between the two major categories of human motives~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- describe the basic components of emotion~~
     ~~**Degree of Importance** - Required~~

- - ~~explain how biological and environmental factors contribute to developmental differences~~
  ~~**Degree of Importance** - Required~~
- - ~~define the construct of personality~~
  ~~**Degree of Importance** - Required~~
- - ~~describe the theoretical approaches to understanding abnormal behavior~~
  ~~**Degree of Importance** - Recommended~~
- - ~~describe the various models of psychotherapy~~
  ~~**Degree of Importance** - Recommended~~
- - ~~discuss the situational influences on behavior~~
  ~~**Degree of Importance** - Required~~
- - ~~describe psychological differences and similarities between groups based on gender, sexuality, social, or cultural grouping~~
  ~~**Degree of Importance** - Required~~
- - ~~apply concepts and theories to personal development~~
  ~~**Degree of Importance** - Recommended~~

2. **Requisite Type** Prerequisite

   Subject ~~MATH~~ STAT (~~Mathematics~~ Statistics)

   Requisite Course ~~MATH~~ STAT ~~40~~ C1000 - Introduction to Statistics ~~and Probability~~ (~~Historical~~ Launched)

   Non Course Requirements

   Min Grade C

   Comments

   Requisite Validation ~~Skills~~ CCN/C-ID ~~Analysis~~ Requirement

   Skills Analysis

   Requisite Course Objective(s)

   - - ~~Define different types of statistics, how they are used and misused;~~
     ~~**Degree of Importance** - Recommended~~
   - - ~~Identify the standard methods of obtaining data and identify the advantages and disadvantages of each;~~
     ~~**Degree of Importance** - Required~~
   - - ~~Distinguish among different scales of measurement and their implications;~~
     ~~**Degree of Importance** - Recommended~~
   - - ~~Distinguish between controlled experiments and observational studies, including identifying potential confounding factors, and explain why they are confounding;~~
     ~~**Degree of Importance** - Required~~
   - - ~~Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;~~
     ~~**Degree of Importance** - Required~~
   - - ~~Interpret data displayed in tables and graphically;~~
     ~~**Degree of Importance** - Required~~
   - - ~~Calculate and understand the meaning of the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete and continuous population, sample, or distribution;~~
     ~~**Degree of Importance** - Required~~

- ~~- Construct and interpret confidence intervals for single populations and two-populations comparisons;~~
  ~~Degree of Importance~~ ~~- Required~~
- ~~- Apply concepts of sample space and probability;~~
  ~~Degree of Importance~~ ~~- Recommended~~
- ~~- Determine the fundamentals concepts of probability and be able to calculate probabilities using some basic rules;~~
  ~~Degree of Importance~~ ~~- Recommended~~
- ~~- Apply concepts of and use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics;~~
  ~~Degree of Importance~~ ~~- Required~~
- ~~- Solve problems involving the binomial, normal, or chi-squared distribution;~~
  ~~Degree of Importance~~ ~~- Required~~
- ~~- Perform descriptive and inferential statistics, using a software package (technology).~~
  ~~Degree of Importance~~ ~~- Required~~
- ~~- Calculate probabilities using normal and t-distributions;~~
  ~~Degree of Importance~~ ~~- Recommended~~
- ~~- Formulating a hypothesis test by selecting the appropriate technique for testing the hypothesis and interpreting the result for one and two-populations comparisons;~~
  ~~Degree of Importance~~ ~~- Required~~
- ~~- Identify the basic concept of hypothesis testing including Type I and II errors;~~
  ~~Degree of Importance~~ ~~- Required~~
- ~~- Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;~~
  ~~Degree of Importance~~ ~~- Not Necessary~~
- ~~- Determine and interpret levels of statistical significance including p-values;~~
  ~~Degree of Importance~~ ~~- Required~~
- ~~- Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.~~
  ~~Degree of Importance~~ ~~- Required~~

Catalog View **Prerequisite:** PSYC C1000 with a minimum grade of C,   STAT C1000 with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  3-6 times per semester
- Research Projects
  Frequency
  2-4 times per semester

- Papers
  Frequency
  2-4 times per semester
- Oral Presentation
  Frequency
  1 per semester
- Class Participation
  Frequency
  Weekly
- Lab Activities
  Frequency
  Weekly

Other No

Please Explain

Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes

Curriculum Committee Approval Date

Effective Term

I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

 Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

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

This course and its predecessor (PSYC 2) were approved for hybrid status. This is a required course for the PSYC AA-T, it fulfills Social Science GE requirements, and it fulfills multiple requirements for degrees at 4-year colleges and universities. Offering this course in an online format will allow more students to complete the AA-T.

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

This course and its predecessor (PSYC 2) were approved for hybrid status. We are just moving this course into a fully online format based on our recent experiences. We have had success offering the course as a hybrid.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No
Explain
Measurable Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes

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

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **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
  Monthly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Weekly or every other week
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Students will come to campus to participate in discussions about the course material between 1-4 times per month.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Weekly or every other week
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  2-3 times/semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Weekly or every other week
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  Monthly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*

Frequency
Weekly

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

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

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency
Weekly

- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency
1-2 times a semester

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

- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
Frequency
Weekly or monthly

- **Other:**
Frequency
1-2 times during the course

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals Yes
Software No
Other No
Textbook

1. **Author(s)** American Psychological Association,
   Title Publication Manual of the American Psychological Association
   Edition 6
   Publisher American Psychological Association
   ISBN-13
   Year 2009
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Beth Morling
   Title Research Methods in Psychology
   Edition 3rd
   Publisher WW Norton

> **ISBN-13**
> **Year** 2018
> **Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**
> **Or Equivalent** No

3. **Author(s)** Paul C Crozby, Scott Bates
    Title Methods in Behavioral Research
    Edition 13th
    Publisher McGraw-Hill
    ISBN-13
    Year 2018
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    Or Equivalent No

OER

Manual

1. **Author(s)** American Psychological Association
    Title Mastering APA Style: Student's Workbook and Training Guide (6th ed.)
    Edition
    ISBN-13
    Publisher American Psychological Association
    Year 2009
    Rationale for older manual
    Or Equivalent No

Software

Other Learning Materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
We need to maintain PsycARTICLES and Psychology and Behavioral Sciences Collection databases.
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments

New Request ~~Yes~~ No
Already Approved ~~No~~ Yes
Effective Semester

Cal-GETC No

UC transfer Yes

- Transfers to UC
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change ~~No~~ Yes
  Effective Semester

C-ID proposal Yes
C-ID PSY 205 B
Las Positas College GE Yes

- IV. Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change ~~No~~ Yes
  Effective Semester

CSU GE Yes

- D - Social Science
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU American Institutions No

IGETC Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator ~~Ruys~~ Kutil , ~~John~~ Craig

Origination Date

~~11~~ 09 / ~~16~~ 27 / ~~2020~~ 2024

Proposal Type

Technical Course ~~Modification~~ Revision

Parent Course

No Previous Course

PSYC 25 - Research Methods

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~

- State Approval

  ~~01/22/2020~~

- CC Approval

  ~~12/02/2019~~

Instructional Services

Effective Term Fall ~~2021~~ 2025

Implementation Date

~~08~~ 09 / ~~15~~ 27 / ~~2021~~ 2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000544757

CB03: TOP Code

200100 - Psychology, General

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Comparison

LAS POSITAS
C O L L E G E

Technical Course Revision: SOC 13 - Research Methods

> **Technical Course Revision: SOC 13 - Research Methods (Launched - Implemented 09-27-2024)**
> compared with
> **SOC 13 - Research Methods (Active - Implemented 08-22-2024)**

Cover

Subject SOC
Course Number 13
Course Title Research Methods
Effective Term Fall ~~2024~~ 2025
TOP Code 2208.00 - Sociology
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course orients students to the methods of data collection and analysis used by sociologists. Instruction includes an overview of sociological theory, instruction on experimental methods, surveys, interviews, field research, participant observation, demographic methods, and comparative historical approaches.
Material fees apply to this course?
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable
CB22: Non Credit Course Category Y - Not Applicable, Credit course
Select here if this course will have variable units No
Instructional Categories (check all that apply)

Lecture Yes

Min Units 3.000

Max Units 0.000

Lab Yes

Min Units 1.000

Max Units 0.000

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Sociology
   Interdisciplinary
   Condition

Sociology

Measurable Objectives

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

1. **Group Title** Outline the strategies for sociological inquiry
2. **Group Title** Apply scientific method to the study of human behavior
3. **Group Title** Evaluate the quality of evidence in published research
4. **Group Title** Discuss a range of quantitative, qualitative, and unobtrusive sociological research methods
5. **Group Title** Prepare a research proposal

Course Content

Lecture Content

1. The Foundations of Social Science

   1. The purposes of social research

   2. Social science paradigms

   3. The relationship between theory and research The importance of social research in society

2. The Ethics of Social Research

   1. Ethical issues in social research

   2. Controversy in social research

   3. The politics of social research

3. Research Design

   1. How to design a research project

   2. Units of analysis

   3. Deductive/Inductive research

   4. Writing a research proposal

   5. Human Subjects-IRB Approval

4. Sampling

   1. Types of Sample Designs

5. Modes of Observation

   1. Unobtrusive Research

      1. Content analyses

      2. Analyzing existing data sets

   3. Comparative historical research

  2. Quantitative Data Analysis

     1. The Experimental Method

     2. Survey Research

     3. Descriptive Statistics

     4. Inferential Statistics

  3. Qualitative Data Analysis

     1. Field research: Researcher roles and analytical yield, individual research and team research

     2. Building rapport

     3. Bias

     4. Field notes: making observations, writing, coding; and memoing

     5. Case studies

     6. Qualitative Interviewing; Interview instrument construction, conducting, transcribing, and analyzing interview data

     7. Focus Group

  4. Writing a Research Proposal

Lab Content

—

Work Experience Content

Methods of Instruction

Check all that apply:

- Discussion
  Comments

- Lab
  Comments

- Lecture
  Comments

Other Yes

1. **Explain**
   Online Learning

Equity Based Curriculum

- DE Course Interaction
  Address
  Course materials will be made accessible for all students with different levels of access to technology.
- Measurable Objectives
  Address
  Measurable objectives reflect explicit and inclusive focus on understanding the experiences of underrepresented groups.
- Course Content
  Address
  The course content reflects careful consideration on the appropriate balance in the focus given to each racial, ethnic, and cultural group.
- Methods of Instruction
  Address
  Various methods in course material delivery are used to ensure equitable access for all students.
- Assignments
  Address
  Various types of assignments are used to develop diverse skills of all students.
- Methods of Evaluation
  Address
  Aligned closely with the various types of assignments that allow the development of diverse skills for all students, evaluation methods also ensure the diversity of student experience is carefully considered.
- Typical Texts
  Address
  Appropriate texts are selected for their specific emphases on the experiences of underrepresented groups.

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   1. Reading Assignment
      1. Students will typically read one chapter per week
   2. Exams
   3. Lab Activities
      1. Developing research questions
      2. Hypothesis construction
   4. Research Proposal
      1. Students will compose a 8-10 page research proposal that addresses a contemporary social issue.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Upon completion of SOC 13, the students should be able to recognize the value of sociological research in understanding the social world.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Upon completion of SOC 13, the students should be able to assess the effectiveness of the major types of sociological research methods.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Upon completion of SOC 13, the students should be able to critique sociological research articles and research-based media claims.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

4. **Outcome Text**
   Upon completion of SOC 13, the students should be able to understand the ethical and political issues surrounding sociological research.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

5. **Outcome Text**
Upon completion of SOC 13, the students should be able to design an appropriate analytical approach for testing a hypothesis.
This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

6. **Outcome Text**
Upon completion of SOC 13, the students should be able to produce a research proposal incorporating appropriate methods to investigate a research
question.
This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
Subject SOC (Sociology)
Requisite Course SOC 1 - Principles of Sociology(~~Historical~~ Active)
Non Course Requirements
Min Grade C
Comments
Requisite Validation ~~Skills~~ CCN/C-ID   ~~Analysis~~ Requirement
Skills Analysis
Requisite Course Objective(s)

   - ‐ ~~Outline multiple social theories~~
     ~~Degree of Importance~~ ‐ ~~Required~~
   - ‐ ~~Apply social theory to world events~~
     ~~Degree of Importance~~ ‐ ~~Required~~
   - ‐ ~~Explain how identities such as gender and race are socially constructed.~~
     ~~Degree of Importance~~ ‐ ~~Required~~
   - ‐ ~~Outline the impacts of modernization and globalization on social institutions~~
     ~~Degree of Importance~~ ‐ ~~Required~~
   - ‐ ~~Develop an argumentative research-based term paper~~
     ~~Degree of Importance~~ ‐ ~~Required~~
   - ‐ ~~Explain the workings of global economic and political systems~~
     ~~Degree of Importance~~ ‐ ~~Required~~
   - ‐ ~~Outline the symbiotic relationship between culture and social structure~~
     ~~Degree of Importance~~ ‐ ~~Required~~

2. **Requisite Type** Recommended Course Preparation
Subject ~~MATH~~ STAT (~~Mathematics~~ Statistics)

Requisite Course ~~MATH~~ STAT ~~40~~ C1000 - Introduction to Statistics ~~and~~ ~~Probability~~ (~~Historical~~ Launched)

Non Course Requirements

Min Grade C

Comments

Requisite Validation ~~Skills~~ CCN/C-ID ~~Analysis~~ Requirement

Skills Analysis

Requisite Course Objective(s)

- ~~-~~ ~~Define different types of statistics, how they are used and misused;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Identify the standard methods of obtaining data and identify the advantages and disadvantages of each;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Distinguish among different scales of measurement and their implications;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Distinguish between controlled experiments and observational studies, including identifying potential confounding factors, and explain why they are confounding;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Interpret data displayed in tables and graphically;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Calculate and understand the meaning of the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete and continuous population, sample, or distribution;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Construct and interpret confidence intervals for single populations and two-populations comparisons;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Apply concepts of sample space and probability;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Determine the fundamentals concepts of probability and be able to calculate probabilities using some basic rules;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Apply concepts of and use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Solve problems involving the binomial, normal, or chi-squared distribution;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Perform descriptive and inferential statistics, using a software package (technology).~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~
- ~~-~~ ~~Calculate probabilities using normal and t-distributions;~~
  ~~Degree of Importance~~ ~~-~~ ~~Recommended~~

- ~~- Formulating a hypothesis test by selecting the appropriate technique for testing the hypothesis and interpreting the result for one and two-populations comparisons;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Identify the basic concept of hypothesis testing including Type I and II errors;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Determine and interpret levels of statistical significance including p-values;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.~~
  ~~**Degree of Importance** - Recommended~~

Catalog View Prerequisite: SOC 1 with a minimum grade of C, **Recommended Course Preparation:** ~~MATH~~ STAT ~~40~~ C1000 with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  2 midterm exams and one final exam
- Research Projects
  Frequency
  One research proposal paper
- Home Work
  Frequency
  One activity every week
- Lab Activities
  Frequency
  10-12 lab activities

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.
Already approved
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made through discussions at faculty meetings.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- 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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No
Explain
Measurable Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes
A student can achieve the same goals and objectives identified in the course outline of record. Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes
The same assessments and level of student accountability can be achieved. Yes
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

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

Frequency

Weekly

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

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

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

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

- **Written papers:** *Papers will be written on various topics.*
  Frequency
  Every two weeks
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  End of semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Weekly
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency
  Weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Jeffrey Dixon
   Title The Process of Social Research
   Edition 3
   Publisher Oxford University Oress
   ISBN-13
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Daniel F Chambliss
   Title Making Sense of the Social World
   Edition 6
   Publisher Sage
   ISBN-13
   Year 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. **Author(s)** Deborah Carr
   Title The Art and Science of Social Research

Edition 2
Publisher W W Norton
ISBN-13
Year 2020
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   SPSS Free Trial Version
2. **Enter Required Material**
   Access to Microsoft Excel

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
  Effective Semester

Cal-GETC No

UC transfer Yes

- Transfers to UC
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change ~~No~~ Yes

Effective Semester

C-ID proposal Yes

C-ID <u>SOCI 120</u>

Las Positas College GE Yes

- IV. Social and Behavioral Sciences

  Comments

  New Request No

  Already approved substantial change No

  Already approved unsubstantial change ~~No~~ Yes

  Effective Semester

CSU GE Yes

- D - Social Science

  Comments

  New Request No

  Already approved substantial change No

  Already approved unsubstantial change No

  Effective Semester

CSU American Institutions No

IGETC Yes

- 4 - Social and Behavioral Sciences

  Comments

  New Request No

  Already approved substantial change No

  Already approved unsubstantial change No

  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No

Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator ~~Hirose~~ Kutil , ~~Akihiko~~ Craig

Origination Date

~~08~~ 09 / ~~14~~ 27 / ~~2023~~ 2024

Proposal Type

~~Technical~~ Course ~~Modification~~ Revision

Parent Course

No Previous Course

SOC 13 - Research Methods

Entry of Special Dates

- Board of Trustees

  ~~01/16/2024~~

- State Approval

  ~~02/04/2024~~

- CC Approval

  ~~12/06/2023~~

Instructional Services

Effective Term Fall ~~2024~~ 2025

Implementation Date

~~08~~ 09 / ~~22~~ 27 /2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000526847

CB03: TOP Code

220800 - Sociology

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

 Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

  Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

 Y - Not Applicable, Credit course

5.2 Course Deactivations

Justification: We have no future plans on offering this course.

- NBUS 201 Writing Skills for Managers
- NBUS 204 Managing Organizational Change
- NBUS 208 Stress Management in the Workplace
- NBUS 209 Values and Ethics
- NBUS 211 Design Thinking for the Entrepreneur
- NBUS 214 Success in the Gig Economy

Justification: Course has been replaced and will no longer be offered.

- WLDT 61A Beginning SMAW and FCAW Theory
- WLDT 61B Advanced SMAW and FCAW Theory
- WLDT 62A Beginning GTAW and GMAW Theory
- WLDT 62B Advanced GTAW and GMAW Theory
- WLDT 69A Beginning Pipe Welding
- WLDT 69B Advanced Pipe Welding

5.3 Program Modifications

- Administration of Justice, AA
- Commercial Music: Teaching Beginning Piano, CA
- English, AA

Comparison

LAS POSITAS
C O L L E G E

Technical Program Revision: Administration of Justice - Associate of Arts Degree

Technical Program Revision: Administration of Justice - Associate of Arts Degree (Launched - Implemented 09-22-2024)

compared with

Administration of Justice - Associate of Arts Degree (Active - Implemented 08-15-2022)

Cover

Degree/Certificate Name Administration of Justice

Division Public Safety, Advanced Manufacturing, Transportation, Health, and Kinesiology

Department Administration of Justice

Subject AJ

Program Goal CTE (all non-ADT awards with CTE TOP-Codes)

Award Type Associate of Arts Degree

Apprenticeship No

Program Information

TOP Code 2105.00 - Administration of Justice*

CIP Code 43.0107 - Criminal Justice/Police Science.

Does program also prepare students for transfer? No

Proposal Information

Effective Term Fall ~~2022~~ 2025

What percentage of the program is approved to offer through Distance Education? 1-49%

Next Program Review (Month/Year) October ~~2023~~ 2026

Origination Date ~~11~~ 09 / ~~16~~ 22 / ~~2021~~ 2024

The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Statement of Program Goals and Objectives

The Associate of Arts in Administration of Justice degree curriculum prepares the student to transfer to a four-year university and academically compete in a B.S. or B.A. degree program. For those students looking for a law enforcement career, it prepares them academically for entry into a POST basic training academy.

Catalog Description

The Las Positas College Administration of Justice program offers courses that lead to an Associate in Arts degree. It also prepares students academically for the POST Basic Peace Officer Academy for students seeking full-time employment in law enforcement. The degree program prepares students for transfer to a four-year college or university while the Basic Peace Office Academy program prepares students for direct job entry with a California law enforcement agency.

Career Opportunities

Career opportunities in AJ include: Municipal or Special District Policy Officer, County Deputy Sheriff, FBI Agent*, DEA Agent*, Game Warden, Highway Patrol Officer, State Narcotics Agent, Lawyer*, Forensic Specialist*, Probation Officer*, Parole Agent, and a host of other careers and jobs. (*Denotes a four-year degree requirement for that position.)

Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

Enrollment and Completer Projections

About 5 per academic year.

Place of Program in Curriculum/Similar Programs

This program will continue to be housed in the Administration of Justice discipline.

This program has been recommended by the BACCC Yes

Explain

Program Requirements

Program Requirements

1. **Min** ~~21~~ 18 .000
   Max ~~21~~ 18 .000
   Group Title Required Core: (~~21~~ 18 Units)
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 3.000
      Max 3.000
      Discipline AJ - Administration of Justice
      Course AJ 50 - Introduction to Administration of Justice ~~(Historical)~~
      Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

       Requisites:
      Other
      Header
      Footer
      Exception Identifier
      Exception

Include in PLO Mapping No

Term 1

2. **Min** 3.000

Max 3.000

Discipline AJ - Administration of Justice

Course AJ 54 - Investigative ~~Reporting~~ Report Writing (Launched)

Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Recommended Course Preparation: ENG 1A

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 3

3. **Min** 3.000

Max 3.000

Discipline AJ - Administration of Justice

Course AJ 60 - Criminal Law (Launched)

Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 3

4. **Min** 3.000

Max 3.000

Discipline AJ - Administration of Justice

Course AJ 61 - Evidence (Launched)

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 1

5. **Min** 3.000

Max 3.000

Discipline AJ - Administration of Justice

Course AJ 63 - Criminal Investigation ~~(Historical)~~

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 1

6. **Min** 3.000

Max 3.000

Discipline AJ - Administration of Justice

Course AJ ~~68~~ 70 - ~~Police~~ Community ~~Ethics and Leadership (Historical)~~ Relations

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

7. ~~**Min** - 3.000~~

   ~~**Max** - 3.000~~

   ~~**Discipline** - AJ - Administration of Justice~~

   ~~**Course** - AJ 70 - Community Relations (Historical)~~

   ~~**Course Detail** -~~

   ~~**Other** -~~

   ~~**Header** -~~

   ~~**Footer** -~~

   ~~**Exception Identifier** -~~

   ~~**Exception** -~~

   ~~**Include in PLO Mapping** - No~~

   ~~**Term** -~~ <u>4</u>

2. **Min** 6.000

   Max 6.000

   Group Title List A: Select Two (6 Units)

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Term

   1. **Min** 3.000

      Max 3.000

      Discipline AJ - Administration of Justice

      Course AJ 55 - Introduction to Correctional Science ~~(Historical)~~

      Course Detail <u>Units and Hours:</u>

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

      <u>Requisites:</u>

      Other

      Header

      Footer

      Exception Identifier

      Exception

Include in PLO Mapping No

Term 2

2. **Min** 3.000

Max 3.000

Discipline AJ - Administration of Justice

Course AJ 56 - Fundamentals of Crime and Delinquency

Course Detail   Units and Hours:

Lecture Hours	**54**
Inside of Class Hours	**54**
Outside of Class Hours	108

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

3. **Min** 3.000

Max 3.000

Discipline AJ - Administration of Justice

Course AJ 59 - Child Abuse in the Community

Course Detail   Units and Hours:

Lecture Hours	**54**
Inside of Class Hours	**54**
Outside of Class Hours	108

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

4. **Min** 3.000

Max 3.000

Discipline AJ - Administration of Justice

Course AJ 64 - Patrol Procedures

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

5. **Min** 3.000

Max 3.000

Discipline AJ - Administration of Justice

Course AJ 66 - Juvenile Procedures (Historical)

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

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

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

6. **Min** - 3.000

Max - 3.000

Discipline - AJ - Administration of Justice

Course - AJ 74 - Gangs and Drugs (Historical)

Course Detail -

Other -

Header -

Footer -

Exception Identifier -

Exception -

Include in PLO Mapping - No

Term - 2

7. **Min** 3.000

   Max 3.000

   Discipline AJ - Administration of Justice

   Course AJ 78 - Introduction to Probation and Parole

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:

   Recommended Course Preparation: AJ 50 with a minimum grade of C

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term 2

8. **Min** 3.000

   Max 3.000

   Discipline AJ - Administration of Justice

   Course AJ 79 - Homicide Investigation

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term 2

9. **Min** 3.000

   Max 3.000

   Discipline AJ - Administration of Justice

   Course AJ 89 - Family Violence

   Course Detail   Units and Hours:

Lecture Hours	54

<table>
<tr><td>**Inside of Class Hours**</td><td>54</td></tr>
<tr><td>**Outside of Class Hours**</td><td>108</td></tr>
</table>

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

10. **Min** 3.000

Max 3.000

Discipline ANTR - Anthropology

Course ANTR 13 - Introduction to Forensic Anthropology

Course Detail   Units and Hours:

<table>
<tr><td>**Lecture Hours**</td><td>54</td></tr>
<tr><td>**Inside of Class Hours**</td><td>54</td></tr>
<tr><td>**Outside of Class Hours**</td><td>108</td></tr>
</table>

Requisites:

Recommended Course Preparation: - Eligib

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 4

11. **Min** 3.000

Max 3.000

Discipline CNT - Computer Networking Technology

Course CNT 68 - Digital Forensics Fundamentals (Historical)

Course Detail   Units and Hours:

<table>
<tr><td>**Lecture Hours**</td><td>45</td></tr>
<tr><td>**Lab Hours**</td><td>27</td></tr>
<tr><td>**Inside of Class Hours**</td><td>72</td></tr>
<tr><td>**Outside of Class Hours**</td><td>90</td></tr>
</table>

Requisites:

Recommended Course Preparation: CIS 66 with a minimum grade of C, or CNT 52 with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 4

12. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC ~~1~~ C1000 - ~~General~~ Introduction to Psychology (Launched)

Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Recommended Course Preparation: Eligibility for college-level writing (C-ID ENGL 100) and reading (a course with an existing skill of ability to read a college level text)

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 4

13. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 6 - Abnormal Psychology

Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

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

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 4

14.   **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 12 - Life-Span Psychology

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

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

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 4

15.   **Min** 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 1 - Principles of Sociology

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 4

16.   **Min** 3.000

Max 3.000

Group Title

Other

Header

Footer

Exception Identifier

Exception

Term

1. **Min** 3.000

   Max 3.000

   Discipline SOC - Sociology

   Course SOC 3 - Introduction to Race and Ethnicity

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Recommended Course Preparation: SOC 1 with a minimum grade of C

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term   4

2. **Min** 3.000

   Max 3.000

   Discipline ETHS - Ethnic Studies

   Course ETHS 6 - Introduction to Race and Ethnicity ~~(Historical)~~

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Recommended Course Preparation: SOC 1

   Other

   Header

   Footer

   Exception Identifier

       Exception

       Include in PLO Mapping No

       Term 4

17. **Min** 3.000

    Max 3.000

    Discipline SOC - Sociology

    Course SOC 6 - Social Problems

    Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term 4

3. **Min** 0.000

  Max 0.000

  Group Title Total Units for the Major

  Other

  Header

  Footer

  Exception Identifier

  Exception

  Term

    1. **Min** 27.000

      Max 27.000

      Other

      Non Course Requirment

      Header

      Footer

      Exception Identifier

      Exception

      Term

4. **Min** 33.000

  Max 33.000

  Group Title Additional General Education and Elective Units

  Other

  Header

Footer
Exception Identifier
Exception
Term

1. **Min** 33.000
   Max 33.000
   Other
   Non Course Requirment
   Header
   Footer
   Exception Identifier
   Exception
   Term

Program Mapper

Map Header
Map Footer
Curriculum Committee Approval Date
Effective Term Fall 2025
Program Mapper

1. **Min** ~~21~~ 15 .000
   Max ~~21~~ 15 .000
   Term - Semester Term 1 - Fall Semester
   Header ⎼
   Footer ⎼
   Program Courses

   1. **Min** ⎼ 2.000
      Max ⎼ 2.000
      Non-Course Requirement ⎼
      AD Elective
      Course Block Reference ⎼
      Exception Identifier ⎼
      Exception ⎼
      Footer ⎼
      Category ⎼ Elective
      Semester(s) Offered
      Spring ⎼ No
      Summer ⎼ No
      Fall ⎼ No
      Rotating ⎼ No
   2. **Min** ⎼ 3.000
      Max ⎼ 3.000
      Non-Course Requirement ⎼

English Composition (Area 1A)

Course Block Reference

Exception Identifier

Exception

Footer

Category   General Education

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

3. **Min**   3.000

    Max   3.000

    Non-Course Requirement

    Health (Area 8)

    Course Block Reference

    Exception Identifier

    Exception

    Footer

    Category   General Education

    Semester(s) Offered

    Spring   No

    Summer   No

    Fall   No

    Rotating   No

4. **Min**   1.000

    Max   1.000

    Non-Course Requirement

    Kinesiology (Area 7)

    Course Block Reference

    Exception Identifier

    Exception

    Footer

    Category   General Education

    Semester(s) Offered

    Spring   No

    Summer   No

    Fall   No

    Rotating   No

5. **Min**   3.000

    Max   3.000

    Course   AJ 50 - Introduction to Administration of Justice

    Course Detail   Units and Hours:

Lecture Hours	54

| **Inside of Class Hours** | 54 |
| **Outside of Class Hours** | 108 |

Requisites:

Exception Identifier

Exception

Footer

Category   Major/Required

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

6. **Min**   3.000

Max   3.000

Course   AJ 63 - Criminal Investigation

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Exception Identifier

Exception

Footer

Category   Major/Required

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

2. **Min**   15.000

Max   15.000

Term - Semester   Term 2 - Spring Semester

Header

Footer

Program Courses

1. **Min** 3.000

Max 3.000

Course AJ ~~50~~ 61 - ~~Introduction to Administration of Justice~~ Evidence

(~~Historical~~ Launched)

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Exception Identifier

Exception

Footer

Category   Major/Required

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

2.   **Min**   3.000

Max   3.000

Non-Course Requirement

List A Course

Course Block Reference

Exception Identifier

Exception

Footer

Category   Major/Required

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

3.   **Min**   3.000

Max   3.000

Non-Course Requirement

Oral Communication and Critical Thinking (Area 1B)

Course Block Reference

Exception Identifier

Exception

Footer

Category   General Education

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

4.   **Min**   3.000

Max   2.000

Non-Course Requirement

AD Elective

Course Block Reference

Exception Identifier

Exception

Footer

Category   Elective

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

5.   **Min**   3.000

Max   4.000

Non-Course Requirement

MATH 47 or STAT C1000 plus concurrent support

Course Block Reference

Exception Identifier

Exception

Footer

Category   General Education

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

3.   **Min**   15.000

Max   15.000

Term - Semester   Term 3 - Fall Semester

Header

Footer

Program Courses

1.   **Min**   3.000

Max   3.000

Non-Course Requirement

AD Elective

Course Block Reference

Exception Identifier

Exception

Footer

Category   Elective

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

2. **Min** 3.000

   Max 3.000

   Course AJ 54 - Investigative ~~Reporting~~ Report Writing (Launched)

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:

    Recommended Course Preparation: ENG 1A

   Exception Identifier

   Exception

   Footer

   Category Major/Required

   Semester(s) Offered

   Spring No

   Summer No

   Fall No

   Rotating No

3. **Min** 3.000

   Max 3.000

   Course AJ 60 - Criminal Law (Launched)

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:

   Exception Identifier

   Exception

   Footer

   Category Major/Required

   Semester(s) Offered

   Spring No

   Summer No

   Fall No

   Rotating No

4. **Min** 3.000

   Max 3.000

    Non- Course **Requirement** ~~AJ~~

    Natural ~~61~~ Sciences ~~-~~ (Area ~~Evidence~~ 5)

   Course ~~Detail~~ Block Reference

Exception Identifier

Exception

Footer

Category General Education

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

5.   **Min** 3.000

Max 3.000

Non- **Course** **Requirement** ~~AJ~~

~~Arts~~ ~~63~~ **and** ~~- Criminal Investigation~~ Humanities (~~Historical~~ Area 3)

Course ~~Detail~~ **Block Reference**

Exception Identifier

Exception

Footer

Category General Education

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

4.   **Min** 15.000

Max 15.000

Term - Semester Term 4 - Spring Semester

Header

Footer

Program Courses

1.   **Min** 3.000

Max 3.000

Course AJ 70 - Community Relations

Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Exception Identifier

Exception

Footer

Category Major/Required

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

2. **Min** 3.000

Max 3.000

~~Non-~~ **Course** ~~Requirement~~ ~~AJ~~

~~List~~ ~~68~~ ~~A~~ ~~- Police Ethics and Leadership (Historical)~~ ~~Course~~

Course ~~Detail~~ ~~Block Reference~~

Exception Identifier

Exception

Footer

Category ~~Major/Required~~

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

3. **Min** 3.000

Max 3.000

~~Non-~~ **Course** ~~Requirement~~ ~~AJ~~

~~American~~ ~~70 - Community Relations~~ ~~Institutions~~ (~~Historical~~ ~~Area 9~~)

Course ~~Detail~~ ~~Block Reference~~

Exception Identifier

Exception

Footer

Category

~~Semester(s)~~ ~~General~~ ~~Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

5. ~~Min~~ - ~~6.000~~

~~Max~~ - ~~6.000~~

~~Term - Semester~~ -

~~Header~~ -

~~Footer~~ -

~~Program Courses~~

1. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~AJ 55 - Introduction to Correctional Science (Historical)~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ – Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
2. **Min** 3.000
Max 3.000
Non- **Course** Requirement ~~AJ~~
Ethnic 56 Studies – (Area ~~Fundamentals of Crime and Delinquency~~ 6)
Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
3. **Min** 3.000
Max 3.000
~~Course – AJ 59 - Child Abuse in the Community~~
~~Course Detail –~~
~~Exception Identifier –~~
~~Exception –~~
~~Footer –~~
~~Category –~~
~~Semester(s) Offered~~
~~Spring – No~~
~~Summer – No~~
~~Fall – No~~
~~Rotating – No~~
4. ~~Min – 3.000~~
~~Max – 3.000~~
~~Course – AJ 64 - Patrol Procedures~~
~~Course Detail –~~
~~Exception Identifier –~~
~~Exception –~~
~~Footer –~~
~~Category –~~
~~Semester(s) Offered~~
~~Spring – No~~
~~Summer – No~~
~~Fall – No~~

5. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~AJ 66 - Juvenile Procedures (Historical)~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

6. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~AJ 74 - Gangs and Drugs (Historical)~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

7. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~AJ 78 - Introduction to Probation and Parole~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

8. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~AJ 79 - Homicide Investigation~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

9. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~AJ 89 - Family Violence~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

10. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~ANTR 13 - Introduction to Forensic Anthropology~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

11. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~CNT 68 - Digital Forensics Fundamentals (Historical)~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

Fall - No

Rotating - No

12. Min - 3.000

Max - 3.000

Course - PSYC 1 - General Psychology

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

13. Min - 3.000

Max - 3.000

Course - PSYC 6 - Abnormal Psychology

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

14. Min - 3.000

Max - 3.000

Course - PSYC 12 - Life-Span Psychology

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

15. Min - 3.000

Max - 3.000

Course - SOC 1 - Principles of Sociology

Course Detail -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

16. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Group Title~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

1. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~SOC 3 - Introduction to Race and Ethnicity~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

2. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~ETHS 6 - Introduction to Race and Ethnicity (Historical)~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

       ~~Fall~~ – ~~No~~

       ~~Rotating~~ – ~~No~~

17. ~~Min~~ – ~~3.000~~

      ~~Max~~ – ~~3.000~~

      ~~Course~~ – ~~SOC 6 – Social Problems~~

      ~~Course Detail~~ –

      ~~Exception Identifier~~ –

      ~~Exception~~ –

      ~~Footer~~ –

      ~~Category~~ –

      ~~Semester(s) Offered~~

      ~~Spring~~ – ~~No~~

      ~~Summer~~ – ~~No~~

      ~~Fall~~ – ~~No~~

      ~~Rotating~~ – ~~No~~

6. ~~Min~~ – ~~0.000~~

  ~~Max~~ – ~~0.000~~

  ~~Term – Semester~~ –

  ~~Header~~ –

  ~~Footer~~ –

  ~~Program Courses~~

      1. ~~Min~~ – ~~27.000~~

        ~~Max~~ – ~~27.000~~

        Non-Course Requirement

        AD Elective

        Course Block Reference

        Exception Identifier

        Exception

        Footer

        Category

        ~~Semester(s) Offered~~

        ~~Spring~~ – ~~No~~

        ~~Summer~~ – ~~No~~

        ~~Fall~~ – ~~No~~

        ~~Rotating~~ – ~~No~~

7. ~~Min~~ – ~~33.000~~

  ~~Max~~ – ~~33.000~~

  ~~Term – Semester~~ –

  ~~Header~~ –

  ~~Footer~~ –

  ~~Program Courses~~

      1. ~~Min~~ – ~~33.000~~

        ~~Max~~ – ~~33.000~~

        ~~Non-Course Requirement~~ –

~~Course Block Reference~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ - <u>Elective</u>

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

Program Learning Outcomes

Outcomes

1. **<u>Outcome</u>**
   <u>Upon completion of this program, students are academically prepared for a California Peace Officer Standards and Training Commission basic training academy and prepared for transfer to a four year degree program.</u>
   <u>This program aligns to the following Institutional Outcomes (check all that apply):</u>

   <u>Course Student Learning Outcome Mappings</u>

2. **<u>Outcome</u>**
   <u>Upon completion of this program, student are be able to compare and contrast the different components and sub-components of the American criminal justice program; interpret criminal law statutes; differentiate between civil law and criminal law; investigate a scenario and create a police report utilizing proper investigative and evidentiary procedures and understand ethical leadership in a law enforcement agency.</u>
   <u>This program aligns to the following Institutional Outcomes (check all that apply):</u>

   <u>Course Student Learning Outcome Mappings</u>

CTE Documentation

Gainful Employment No
CTE Regional Consortium Approved Yes
Advisory Board is attached No
<u>Center of Excellence (COE)</u> LMI Report is attached No
<u>Bay Area Community College Consortium (BACCC)</u> is attached No
Attached File
Please upload required documents for CTE programs; LMI Data, Advisory, Board Recommendation, BACCC Approved, Apprenticeship Information.
<u>AJ AA AAM.pdf</u>
I have reviewed this tab and have completed the requirements for this proposal. <u>Yes</u>

Transfer Documentation

[CCCCO TMC Submission form](#) **is completed and attached** No

CSU/UC Baccalaureate Level Course List by Deparement is attached No

Articulation Agreement by Major (AAM) is attached No

Cal-GETC Certification Course List by Area (GECC) is attached No

Attached File

[AJ AA AAM.pdf](#)

Apprenticeship Documentation

Gainful Employment No

Sponsor Name

Sponsor Address

Sponsor Phone

Related/Supplemental Instruction (RSI) Year 1 hours

Related/Supplemental Instruction (RSI) Year 2 hours

Related/Supplemental Instruction (RSI) Year 3 hours

California Division of Apprenticeship Standards (DAS) letter No

[Current LMI](#) **Report** No

Attached File

[AJ AA AAM.pdf](#)

Attachments

Attached File

[AAM](#)

Codes and Dates

Approval Dates

- State Approval Date

  04/29/2022

- Board of Trustees

  04/19/2022

- CC Approval Date

  12/06/2021

Program Originator Kutil, Craig

Implementation Date

~~2022~~ 2024 - ~~08~~ 09 - ~~15~~

22

Effective Term Fall ~~2022~~ 2025

TOP Code 2105.00 - Administration of Justice*

CIP Code 43.0107 - Criminal Justice/Police Science.

Catalog Description

The Las Positas College Administration of Justice program offers courses that lead to an Associate in Arts degree. It also prepares students academically for the POST Basic Peace Officer Academy for students seeking full-time employment in law enforcement. The degree program prepares students for transfer to a four-year college or university while the Basic Peace Office Academy program prepares students for direct job entry with a California law enforcement agency.

Next Program Review (Month/Year) October ~~2023~~ 2026

Program Control Number

Admin Use Only

Program Requirements

Technical Program Revision: Administration of Justice - Associate of Arts Degree

Program Title
Administration of Justice

Award Type
Associate of Arts Degree

Effective Term
Fall 2025

Program Description
The Las Positas College Administration of Justice program offers courses that lead to an Associate in Arts degree. It also prepares students academically for the POST Basic Peace Officer Academy for students seeking full-time employment in law enforcement. The degree program prepares students for transfer to a four-year college or university while the Basic Peace Office Academy program prepares students for direct job entry with a California law enforcement agency.

Program Requirements

Course	Title	Units	Term

Required Core: (18 Units)

AJ 50	Introduction to Administration of Justice	1st	3.0
AJ 54	Investigative Report Writing	3rd	3.0
AJ 60	Criminal Law	3rd	3.0
AJ 61	Evidence	1st	3.0
AJ 63	Criminal Investigation	1st	3.0
AJ 70	Community Relations	4th	3.0

List A: Select Two (6 Units)

AJ 55	Introduction to Correctional Science	2nd	3.0
AJ 56	Fundamentals of Crime and Delinquency	2nd	3.0
AJ 59	Child Abuse in the Community	2nd	3.0
AJ 64	Patrol Procedures	2nd	3.0
AJ 66	Juvenile Procedures	2nd	3.0
AJ 78	Introduction to Probation and Parole	2nd	3.0
AJ 79	Homicide Investigation	2nd	3.0
AJ 89	Family Violence	2nd	3.0
ANTR 13	Introduction to Forensic Anthropology	4th	3.0
CNT 68	Digital Forensics Fundamentals	4th	3.0
PSYC C1000	Introduction to Psychology	4th	3.0
PSYC 6	Abnormal Psychology	4th	3.0
PSYC 12	Life-Span Psychology	4th	3.0
SOC 1	Principles of Sociology	4th	3.0
			3.0

SOC 3	Introduction to Race and Ethnicity	4th	
OR			
			3.0
ETHS 6	Introduction to Race and Ethnicity	4th	
			3.0
SOC 6	Social Problems	4th	

Total Units for the Major

	27.0

Additional General Education and Elective Units

	33.0

Total: 57.0

Program Pathway

Technical Program Revision: Administration of Justice - Associate of Arts Degree

The Las Positas College Administration of Justice program offers courses that lead to an Associate in Arts degree. It also prepares students academically for the POST Basic Peace Officer Academy for students seeking full-time employment in law enforcement. The degree program prepares students for transfer to a four-year college or university while the Basic Peace Office Academy program prepares students for direct job entry with a California law enforcement agency.

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:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		2.0	Elective	
English Composition (Area 1A)		3.0	General Education	
Health (Area 8)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AJ 50	Introduction to Administration of Justice	3.0	Major/Required	
AJ 63	Criminal Investigation	3.0	Major/Required	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AJ 61	Evidence	3.0	Major/Required	
List A Course		3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
AD Elective		3.0 - 2.0	Elective	

| MATH 47 or STAT C1000 plus concurrent support | 3.0 - 4.0 | General Education |

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		3.0	Elective	
AJ 54	Investigative Report Writing	3.0	Major/Required	
AJ 60	Criminal Law	3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AJ 70	Community Relations	3.0	Major/Required	
List A Course		3.0	Major/Required	
American Institutions (Area 9)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		3.0	Elective	

Total: 60.0

![Las Positas College logo]

Technical Program Revision: Commercial Music: Teaching Beginning Piano - Certificate of Achievement (16 to fewer than 30 units)

Technical Program Revision: Commercial Music: Teaching Beginning Piano - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 10-01-2024)
compared with
Commercial Music: Teaching Beginning Piano - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 03-23-2023)

Cover

Degree/Certificate Name Commercial Music: Teaching Beginning Piano
Division Arts & Humanities
Department Music
Subject MUS
Program Goal CTE (all non-ADT awards with CTE TOP-Codes)
Award Type Certificate of Achievement (16 to fewer than 30 units)
Apprenticeship No
Program Information
TOP Code 1005.00 - Commercial Music*
CIP Code 10.0203 - Recording Arts Technology/Technician.
Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2023~~ 2025
What percentage of the program is approved to offer through Distance Education? 1-49%
Next Program Review (Month/Year) October ~~2024~~ 2026
Origination Date 10/ 01/ ~~25/2022~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Statement of Program Goals and Objectives
The Certificate of Achievement in Commercial Music: Teaching Beginning Piano is a local CTE certificate with a focus on beginning piano pedagogy, music theory, piano technique, and basic business skills. Students who complete the certificate program will be prepared to teach piano professionally to beginning students of all ages and in a variety of settings.

Catalog Description
The Certificate of Achievement in Commercial Music: Teaching Beginning Piano provides those who are current or prospective piano teachers with practical courses focused on the art of teaching beginning students of all ages, a

core music theory and technique background, and essential entrepreneurship skills they will need to succeed in self-employment and/or working for a music school. This certificate includes classes from the business department in addition to the music department.

Career Opportunities

Career opportunities include, but are not limited to: Private Piano Teacher for beginning students of all ages, piano teacher based in a music studio, music school owner/operator, and group piano teacher.

Master Planning

This CTE program fits our Educational Master Plan strategies A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness."

Enrollment and Completer Projections

3

Place of Program in Curriculum/Similar Programs

This program will continue to be a part of the Music program

This program has been recommended by the BACCC Yes

Explain

Program Requirements

Program Requirements

1. **Min** 13.000
   Max 13.000
   Group Title Required Core: (13 Units)
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 4.000
      Max 4.000
      Discipline MUS - Music
      Course MUS 8A - Music Theory and Musicianship 1 (Launched)
      Course Detail   Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

      Requisites:
      Recommended Course Preparation: MUS 6 with a minimum grade of C.
      Other
      Header
      Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 1

2. **Min** 4.000

Max 4.000

Discipline MUS - Music

Course MUS 8B - Music Theory and Musicianship 2

Course Detail   Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:

Prerequisite: MUS 8A with a minimum grade of C, **Recommended Course Preparation:** MUS 21A with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

3. **Min** 1.000

Max 1.000

Discipline MUS - Music

Course MUS 18A - Jazz/Pop Piano 1

Course Detail   Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Recommended Course Preparation: MUS 21A with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

4. **Min** 2.000

   Max 2.000

   Discipline MUS - Music

   Course MUS 25 - Teaching Beginning Piano

   Course Detail   Units and Hours:

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

   Requisites:

   Recommended Course Preparation: MUS 21B

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term 1

5. **Min** 2.000

   Max 2.000

   Discipline MUS - Music

   Course MUS 38 - Applied Lessons

   Course Detail   Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

   Requisites:

   Corequisite: MUS 8A, or MUS 8B, or MUS 10A, or MUS 10B and MUS 12, or MUS 14, or MUS 15, or MUS 16, or MUS 44, or MUS 45, or MUS 46A, or MUS 46B, or MUS 48

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term 1

2. **Min** 5 6 .000

   Max 6.000

   Group Title List A: Select Two (5= 6 Units)

   Other

   Header

Footer

Exception Identifier

Exception

Term

1. **Min** 3.000

   Max 3.000

   Discipline BUSN - Business

   Course BUSN ~~58~~ 40 - ~~Small~~ Introduction to Business ~~Management~~

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method.

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term 1

2. **Min** 3.000

   Max 3.000

   Discipline ~~MKTG~~ BUSN - ~~Marketing~~ Business

   Course ~~MKTG~~ BUSN ~~61~~ 58 - ~~Professional~~ Small ~~Selling~~ Business Management

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Recommended Course Preparation: BUSN 1A with a minimum grade of C

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term 2

3. **Min** ~~2~~ 3 .000
   Max ~~2~~ 3 .000
   Discipline ~~MUS~~ MKTG - ~~Music~~ Marketing
   Course ~~MUS~~ MKTG ~~26~~ 50 - ~~Methods/Materials/Piano~~ Introduction ~~Teachers~~ to Marketing
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method.
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term 1

4. **Min** 3.000
   Max 3.000
   Discipline ~~BUSN~~ MKTG - ~~Business~~ Marketing
   Course ~~BUSN~~ MKTG ~~40~~ 61 - ~~Introduction~~ Professional ~~to Business~~ Selling
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

5. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Discipline** - MKTG - Marketing~~
   ~~**Course** - MKTG 50 - Introduction to Marketing~~
   ~~**Course Detail** -~~

~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ - 2

Program Mapper

Map Header
Map Footer
Curriculum Committee Approval Date
Effective Term
Program Mapper

1. **Min** ~~13~~ 10 .000
   Max ~~13~~ 10 .000
   Term - Semester Term 1 - Fall Semester
   Header
   Footer
   Program Courses

   1. **Min** 3.000
      Max 3.000
      Non-Course Requirement
      List A Course
      Course Block Reference
      Exception Identifier
      Exception
      Footer
      Category Major/Required
      Semester(s) Offered
      Spring No
      Summer No
      Fall No
      Rotating No
   2. **Min** 2.000
      Max 2.000
      Course MUS 25 - Teaching Beginning Piano
      Course Detail Units and Hours:

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

Requisites:

Recommended Course Preparation: MUS 21B

Exception Identifier

Exception

Footer

Category   Major/Required

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

3. **Min**   1.000

Max   1.000

Course   MUS 38 - Applied Lessons

Course Detail   Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Corequisite: MUS 8A, or MUS 8B, or MUS 10A, or MUS 10B and MUS 12, or MUS 14, or MUS 15, or MUS 16, or MUS 44, or MUS 45, or MUS 46A, or MUS 46B, or MUS 48

Exception Identifier

Exception

Footer

Category   Major/Required

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

4. **Min** 4.000

Max 4.000

Course MUS 8A - Music Theory and Musicianship 1 (Launched)

Course Detail   Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C.

Exception Identifier

Exception

Footer

Category   Major/Required

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

2. **Min**   9.000

   Max   9.000

   Term - Semester   Term 2 - Spring Semester

   Header

   Footer

   Program Courses

      1. **Min**   3.000

         Max   3.000

         Non-Course Requirement

         List A Course

         Course Block Reference

         Exception Identifier

         Exception

         Footer

         Category   Major/Required

         Semester(s) Offered

         Spring No

         Summer No

         Fall No

         Rotating No

      2. Min 4.000

         Max 4.000

         Course MUS 8B - Music Theory and Musicianship 2

         Course Detail   Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

         Requisites:

         Prerequisite: MUS 8A with a minimum grade of C,   **Recommended Course**

         Preparation: MUS 21A with a minimum grade of C

         Exception Identifier

         Exception

Footer

Category Major/Required

Semester(s) Offered

Spring   No

Summer   No

Fall   No

Rotating   No

3. **Min**   1.000

Max   1.000

Course   MUS 38 - Applied Lessons

Course Detail   Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Corequisite: MUS 8A, or MUS 8B, or MUS 10A, or MUS 10B and MUS 12, or MUS 14, or MUS 15, or MUS 16, or MUS 44, or MUS 45, or MUS 46A, or MUS 46B, or MUS 48

Exception Identifier

Exception

Footer

Category   Major/Required

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

4. **Min** 1.000

Max 1.000

Course MUS 18A - Jazz/Pop Piano 1

Course Detail   Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Recommended Course Preparation: MUS 21A with a minimum grade of C

Exception Identifier

Exception

Footer

Category

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

5. ~~Min~~ - ~~2.000~~

~~Max~~ - ~~2.000~~

~~Course~~ - ~~MUS 25 - Teaching Beginning Piano~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

6. ~~Min~~ - ~~2.000~~

~~Max~~ - ~~2.000~~

~~Course~~ - ~~MUS 38 - Applied Lessons~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

3. ~~Min~~ - ~~5.000~~

~~Max~~ - ~~6.000~~

~~Term - Semester~~ -

~~Header~~ -

~~Footer~~ -

~~Program Courses~~

1. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~BUSN 58 - Small Business Management~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

2. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~MKTG 61 - Professional Selling~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

3. ~~Min~~ - ~~2.000~~

~~Max~~ - ~~2.000~~

~~Course~~ - ~~MUS 26 - Methods~~ Major / ~~Materials/Piano Teachers~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

4. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~BUSN 40 - Introduction to Business~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

5. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~MKTG 50 - Introduction to Marketing~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ - <u>Required</u>

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

Program Learning Outcomes

Outcomes

1. **<u>Outcome</u>**
   <u>Upon completion of this program, students are able to develop, market, and maintain a private piano teaching studio.</u>
   <u>This program aligns to the following Institutional Outcomes (check all that apply):</u>

   <u>Course Student Learning Outcome Mappings</u>

2. **<u>Outcome</u>**
   <u>Upon completion of this program, students are able to present new pieces to their students by explaining the form, compositional technique, style and mood of the piece, as well as the intent of the composer.</u>
   <u>This program aligns to the following Institutional Outcomes (check all that apply):</u>

   <u>Course Student Learning Outcome Mappings</u>

3. **<u>Outcome</u>**
   <u>Upon completion of this program, students are able to solve common teaching issues using a variety of approaches.</u>
   <u>This program aligns to the following Institutional Outcomes (check all that apply):</u>

   <u>Course Student Learning Outcome Mappings</u>

CTE Documentation

Gainful Employment No

CTE Regional Consortium Approved Yes

Advisory Board is attached No

[Center of Excellence (COE)](#) **LMI Report is attached** No

[Bay Area Community College Consortium (BACCC)](#) **is attached** No

Attached File

Please upload required documents for CTE programs; LMI Data, Advisory, Board Recommendation, BACCC Approved, Apprenticeship Information.

[BACCC 1.25.2018.pdf](#)

[Commercial Music Advisory Board Meeting Minutes 0828171.docx](#)

[77-129-Piano Teaching LMI (002).pdf](#)

I have reviewed this tab and have completed the requirements for this proposal. Yes

Transfer Documentation

[CCCCO TMC Submission form](#) is completed and attached No

CSU/UC Baccalaureate Level Course List by Deparement is attached No

Articulation Agreement by Major (AAM) is attached No

Cal-GETC Certification Course List by Area (GECC) is attached No

Attached File

[BACCC 1.25.2018.pdf](#)

[Commercial Music Advisory Board Meeting Minutes 0828171.docx](#)

[77-129-Piano Teaching LMI (002).pdf](#)

Apprenticeship Documentation

Gainful Employment No

Sponsor Name

Sponsor Address

Sponsor Phone

Related/Supplemental Instruction (RSI) Year 1 hours

Related/Supplemental Instruction (RSI) Year 2 hours

Related/Supplemental Instruction (RSI) Year 3 hours

California Division of Apprenticeship Standards (DAS) letter No

[Current LMI](#) Report No

Attached File

[BACCC 1.25.2018.pdf](#)

[Commercial Music Advisory Board Meeting Minutes 0828171.docx](#)

[77-129-Piano Teaching LMI (002).pdf](#)

Attachments

Attached File

Codes and Dates

Approval Dates

- State Approval Date

  04/06/2023

- Board of Trustees

  07/19/2022

- CC Approval Date

  05/04/2022

Program Originator ~~Bell~~ Kutil , ~~Erick~~ Craig

Implementation Date ~~2023~~

2024 - ~~03~~ 10 - ~~23~~ 01

Effective Term Fall ~~2023~~ 2025

TOP Code 1005.00 - Commercial Music*

CIP Code 10.0203 - Recording Arts Technology/Technician.

Catalog Description

The Certificate of Achievement in Commercial Music: Teaching Beginning Piano provides those who are current or prospective piano teachers with practical courses focused on the art of teaching beginning students of all ages, a core music theory and technique background, and essential entrepreneurship skills they will need to succeed in self-employment and/or working for a music school. This certificate includes classes from the business department in addition to the music department.

Next Program Review (Month/Year) October ~~2024~~ 2026

Program Control Number

Admin Use Only

Technical Program Revision: Commercial Music: Teaching Beginning Piano - Certificate of Achievement (16 to fewer than 30 units)

Program Title

Commercial Music: Teaching Beginning Piano

Award Type

Certificate of Achievement (16 to fewer than 30 units)

Effective Term

Fall 2025

Program Description

The Certificate of Achievement in Commercial Music: Teaching Beginning Piano provides those who are current or prospective piano teachers with practical courses focused on the art of teaching beginning students of all ages, a core music theory and technique background, and essential entrepreneurship skills they will need to succeed in self-employment and/or working for a music school. This certificate includes classes from the business department in addition to the music department.

Program Requirements

Course	Title	Units	Term

Required Core: (13 Units)

				4.0
MUS 8A	Music Theory and Musicianship 1	1st		
				4.0
MUS 8B	Music Theory and Musicianship 2	2nd		
				1.0
MUS 18A	Jazz/Pop Piano 1	2nd		
				2.0
MUS 25	Teaching Beginning Piano	1st		
				2.0
MUS 38	Applied Lessons	1st		

List A: Select Two (6 Units)

				3.0
BUSN 40	Introduction to Business	1st		
				3.0
BUSN 58	Small Business Management	2nd		
				3.0
MKTG 50	Introduction to Marketing	1st		
				3.0
MKTG 61	Professional Selling	2nd		

Total: 19.0

Program Pathway

Technical Program Revision: Commercial Music: Teaching Beginning Piano - Certificate of Achievement (16 to fewer than 30 units)

The Certificate of Achievement in Commercial Music: Teaching Beginning Piano provides those who are current or prospective piano teachers with practical courses focused on the art of teaching beginning students of all ages, a core music theory and technique background, and essential entrepreneurship skills they will need to succeed in self-employment and/or working for a music school. This certificate includes classes from the business department in addition to the music department.

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:** 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
MUS 25	Teaching Beginning Piano	2.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
MUS 8A	Music Theory and Musicianship 1	4.0	Major/Required	

Term 2 - Spring Semester   **Units:** 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
MUS 8B	Music Theory and Musicianship 2	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
MUS 18A	Jazz/Pop Piano 1	1.0	Major/Required	

Total: 19.0

LAS POSITAS
C O L L E G E

Technical Program Revision: English - Associate of Arts Degree

---

Technical Program Revision: English - Associate of Arts Degree (Launched - Implemented 09-22-2024)

compared with

English - Associate of Arts Degree (Active - Implemented 08-15-2021)

Cover

Degree/Certificate Name English
Division Arts & Humanities
Department English
Subject ENG
Program Goal Local (community need)
Award Type Associate of Arts Degree
Apprenticeship No
Program Information
TOP Code 1501.00 - English
CIP Code 23.0101 - English Language and Literature, General.
Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2021~~ 2025
What percentage of the program is approved to offer through Distance Education? 100%
Next Program Review (Month/Year) October ~~2022~~ 2026
Origination Date ~~10~~ 09 / ~~31~~ 22 / ~~2020~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Statement of Program Goals and Objectives
The Associate of Arts in English is local program designed to provide students the reading, writing, and thinking skills through a broad, interdisciplinary range of courses that will prepare them for transfer as an English major.
Catalog Description
The Associate of Arts in English degree (AA) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Please note that the English AA does not guarantee admission to CSU as the English AA-T does. However, like the Associate in Arts in English for Transfer (AA-T), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. The intent of the Associate in Arts in English (AA) is additionally to provide students with an enriched background in a broader, interdisciplinary range of courses that provides more general preparation in reading, writing, critical

thinking, humanities, and creative expression. Students may take elective courses in fields as varied as English as a Second Language, French, Humanities, Mass Communications, Spanish, Speech, and Theater Arts. If the student prefers this broader range of preparation to that of the Associate in Arts in English for Transfer (AA-T) but also hopes to enter the English major at the transfer university of his or her choice, it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor. If a student plans to attend the University of California, the AA in English may meet the student's needs just as well. Students should speak to a counselor about their options.

Career Opportunities

~~The coursework in English prepares students for the critical reading and writing necessary in a variety of fields, including law, education, publishing, business, government, information architecture, writing, nonprofit development and fundraising, and many more. Research and feedback from San Francisco Bay Area employers show that employees who can write well and think clearly are a valued commodity in the workforce.~~

Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a local degree in English with a secondary goal of transfer.

Enrollment and Completer Projections

There were 129 students majoring in the English AA program in Fall 2018 at LPC. With regard to projections, the Office of Institutional Research estimates that approximately 3 or 4 per year are awarded an AA in English. There are higher numbers of students earning an AA-T in English, but since the AA is interdisciplinary, it provides a nice option for students who do not need the CSU transfer admission guarantee in English and/or would like an English AA to complement another AA or AA-T in another discipline.

Place of Program in Curriculum/Similar Programs

The AA is more interdisciplinary than the AA-T and, though it does not guarantee transfer to a CSU, might be a good option for UC-bound students, students interested in using the AA to indicate their writing skills on a resume, students who generally enjoy the humanities, and students who are pursuing life-long learning objectives.

This program has been recommended by the BACCC No

Explain

Chabot College also has an AA and AA-T in English, as do many other community colleges.

Program Requirements

Program Requirements

1. **Min** 15.000
   Max ~~16~~ 15 .000
   Group Title Required Core: (15 ~~-16~~ Units)
   ~~Other~~ -
   ~~Header~~ -
   ~~Footer~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Term~~ -

   1. ~~Min~~ - ~~3.000~~
      ~~Max~~ - ~~4.000~~
      ~~Group Title~~ -

Other
Header
Footer
Exception Identifier
Exception
Term

1. **Min** 3.000
   Max 3.000
   Discipline ~~ENG~~ ENGL - English
   Course ~~ENG~~ ENGL ~~1A~~ C1000 - ~~Critical~~ Academic Reading and ~~Composition~~ Writing (~~Historical~~ Launched)
   Course Detail   Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

    Requisites:
    Prerequisite: Placement as determined by the college's multiple measures assessment process
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term 1

2. **Min** ~~4~~ 3 .000
   Max ~~4~~ 3 .000
   Discipline ~~ENG~~ ENGL - English
   Course ~~ENG~~ ENGL ~~1AEX~~ C1001 - Critical ~~Reading~~ Thinking and ~~Composition Expanded~~ Writing (~~Historical~~ Launched)
   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:
    Prerequisite: with a minimum grade of C College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent
   Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 4

2. **Min** 3.000

   Max 3.000

   Discipline ENG - English

   Course ENG 4 - Critical Thinking and Writing about Literature

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:

   Prerequisite: ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term 2

3. **Min** 3.000

   Max 3.000

   Discipline ENG - English

   Course ENG ~~7~~ 35 - ~~Critical~~ Modern ~~Thinking~~ American ~~and Writing Across Disciplines~~ Literature

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:

   Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method..

   Other

   Header

   Footer

   Exception Identifier

Exception

Include in PLO Mapping No

Term 5

4. **Min** 3.000

   Max 3.000

   Discipline ENG - English

   Course ENG ~~35~~ 41 - Modern ~~American~~ World Literature

   Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:

   Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method..

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term

5. ~~**Min**~~ - ~~3.000~~

   ~~**Max**~~ - ~~3.000~~

   ~~**Discipline**~~ - ~~ENG - English~~

   ~~**Course**~~ - ~~ENG 41 - Modern World Literature~~

   ~~**Course Detail**~~ -

   ~~**Other**~~ -

   ~~**Header**~~ -

   ~~**Footer**~~ -

   ~~**Exception Identifier**~~ -

   ~~**Exception**~~ -

   ~~**Include in PLO Mapping**~~ - ~~No~~

   ~~**Term**~~ - 4

2. **Min** 6.000

   Max 12.000

   Group Title List A: Select Two (6-12 Units)

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Term

1. **Min** 3.000
   Max 3.000
   Discipline ~~CMST~~ ENG - ~~Communication Studies~~ English
   Course ~~CMST~~ ENG ~~5~~ 11 - ~~Readers~~ Introduction ~~Theater~~ to Creative Writing
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Enrollment Limitation: Eligibility for college-level composition as determined by college assessment or other appropriate method.
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

2. ~~Min~~ - ~~3.000~~
   ~~Max~~ - ~~3.000~~
   ~~Discipline~~ - ~~ENG - English~~
   ~~Course~~ - ~~ENG 11 - Introduction to Creative Writing~~
   ~~Course Detail~~ -
   ~~Other~~ -
   ~~Header~~ -
   ~~Footer~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Include in PLO Mapping~~ - ~~No~~
   ~~Term~~ - 2

3. **Min** 3.000
   Max 3.000
   Discipline ENG - English
   Course ENG 12A - Craft of Writing Fiction
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Enrollment Limitation: Eligibility for college-level composition as determined by college

assessment or other appropriate method,   **Recommended Course Preparation:** ENG 11
with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

4. **Min** 3.000

Max 3.000

Discipline ENG - English

Course ENG 12B - Craft of Writing Fiction: Intermediate

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
 Recommended Course Preparation: ENG 12A with a minimum grade of C and ENG 1A with
a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

5. ~~**Min**~~ - ~~3.000~~

~~**Max**~~ - ~~3.000~~

~~**Discipline**~~ - ~~ENG - English~~

~~**Course**~~ - ~~ENG 12C - Craft of Writing Fiction: Advanced~~

~~**Course Detail**~~ -

~~**Other**~~ -

~~**Header**~~ -

~~**Footer**~~ -

~~**Exception Identifier**~~ -

~~**Exception**~~ -

~~**Include in PLO Mapping**~~ - ~~No~~

~~**Term**~~ - 5

6. **Min** 3.000

Max 3.000

Discipline ENG - English

Course ENG 13A - The Craft of Writing Poetry: Beginning

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: ENG 11 with a minimum grade of C, or ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping   No

Term   2

7.   **Min**   3.000

Max   3.000

Discipline   ENG - English

Course   ENG 12C - Craft of Writing Fiction: Advanced

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Prerequisite: ENG 12B with a minimum grade of C,   **Recommended Course Preparation:** ENG 1AEX with a minimum grade of C, or ENG 1A with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

8.   **Min** 3.000

Max 3.000

Discipline ENG - English

Course ENG 13B - The Craft of Writing Poetry: Intermediate

Course Detail   Units and Hours:

Lecture Hours	54

Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
 Prerequisite: ENG 13A with a minimum grade of C

Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 5

9. **Min** 3.000
Max 3.000
Group Title
Other
Header
Footer
Exception Identifier
Exception
Term

1. **Min** 3.000
Max 3.000
Discipline ENG - English
Course ENG 19A - Journal of Arts, Literature, and Academic Writing A ~~(Historical)~~
Course Detail   Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

 Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 2

2. **Min** 3.000
Max 3.000
Discipline JAMS - Journalism and Media Studies

Course JAMS 19A - Journal of Arts, Literature, and Academic Writing A ~~(Historical)~~
Course Detail   Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 2

10. **Min** 3.000
     Max 3.000
     Group Title
     Other
     Header
     Footer
     Exception Identifier
     Exception
     Term

     1. **Min** 3.000
         Max 3.000
         Discipline ENG - English
         Course ENG 19B - Journal of Arts, Literature, and Academic Writing B
         Course Detail   Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

         Requisites:
          Prerequisite: JAMS 19A with a minimum grade of C, or ENG 19A with a minimum grade of C
         Other
         Header
         Footer
         Exception Identifier

Exception

Include in PLO Mapping No

Term 5

2. **Min** 3.000

Max 3.000

Discipline JAMS - Journalism and Media Studies

Course JAMS 19B - Journal of Arts, Literature, and Academic Writing B

Course Detail   Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:

Prerequisite: JAMS 19A with a minimum grade of C, or ENG 19A with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 5

11. **Min** 3.000

Max 3.000

Discipline ENG - English

Course ENG 20 - Studies in Shakespeare

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Prerequisite: ENG 1A with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

12. **Min** 3.000

Max 3.000
Discipline ENG - English
Course ENG 32 - U.S. Women's Literature
Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

  Requisites:
 Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method..
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 2

13.   **Min** 3.000
      Max 3.000
      Discipline ENG - English
      Course ENG 42 - Literature of the African Diaspora in America
      Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

  Requisites:
 Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method..
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 2

14.   **Min** 3.000
      Max 3.000
      Discipline ENG - English
      Course ENG 44 - Literature of the American West

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Prerequisite: ENG 1A with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

15.   **Min** 3.000

Max 3.000

Discipline ENG - English

Course ENG 45 - Studies in Fiction

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Prerequisite: ENG 1A with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

16.   **Min** 6.000

Max 6.000

Discipline ESL - English as a Second Language

Course ESL 24 - Advanced Reading and Composition I

Course Detail   Units and Hours:

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126

Outside of Class Hours	216

Requisites:

Prerequisite: ESL 121B with a minimum grade of P, or NESL 221B with a minimum grade of P Placement through the ESL assessment process

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

17. **Min** 6.000

Max 6.000

Discipline ESL - English as a Second Language

Course ESL 25 - Advanced Reading and Composition II

Course Detail   Units and Hours:

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Requisites:

. **Prerequisite:** ESL 24 with a minimum grade of C Placement through the ESL assessment process

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 5

18. **Min** 3.000

Max 3.000

Discipline ESL - English as a Second Language

Course ESL 26 - Advanced Editing

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Prerequisite: ESL 120B with a minimum grade of P, or NESL 220B with a minimum grade of P and ESL 121B with a minimum grade of P, or NESL 221B with a minimum grade of P _ . **Enrollment Limitation:** placement through the ESL assessment process _

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 2

19. **Min** 3.000

Max 3.000

Discipline HUMN - Humanities

Course HUMN 28 - World Mythology

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

 Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 5

20. **Min** 3.000

Max 3.000

Discipline JAMS - Journalism and Media Studies

Course JAMS 11 - Introduction to Reporting and Newswriting

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Recommended Course Preparation: - Eligib _

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 5

21. **Min** 3.000

Max 3.000

Discipline THEA - Theater Arts

Course THEA 4 - Modern American Theater

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Recommended Course Preparation: ENG 1A with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term 5

22. **Min** 3.000

Max 3.000

Discipline THEA - Theater Arts

Course THEA 11 - Stage to Screen

Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

23. ~~**Min**~~ - ~~3.000~~

~~**Max**~~ - ~~3.000~~

~~**Discipline**~~ - ~~THEA - Theater Arts~~

~~Course~~ - ~~THEA 14 - Bay Area Theater (Historical)~~

~~Course Detail~~ -

~~Other~~ -

~~Header~~ -

~~Footer~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Include in PLO Mapping~~ - ~~No~~

~~Term~~ - 5

3. **Min** 0.000

   Max 0.000

   Group Title Total Units for the Major

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Term

   1. **Min** 21.000

      Max ~~28~~ 27 .000

      Other

      Non Course Requirment

      Header

      Footer

      Exception Identifier

      Exception

      Term

4. **Min** 39.000

   Max ~~32~~ 33 .000

   Group Title Additional General Education and Elective Units

   Other

   Header

   Footer See the Las Positas College General Education Pattern for Associate of Arts Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

   Exception Identifier

   Exception

   Term

   1. **Min** 32.000

      Max 39.000

      Other

      Non Course Requirment

Header
Footer
Exception Identifier
Exception
Term

Program Mapper

Map Header
Map Footer
Curriculum Committee Approval Date
Effective Term
Program Mapper

1. **Min** ~~15~~ 12 .000
    Max ~~16~~ 12 .000
    Term - Semester Term 1 - Fall Semester
    Header
    Footer
    Program Courses

    1. **Min** 3.000
        Max ~~4~~ 3 .000
         ~~Group Title~~ **Course**   ENGL C1000 - Academic Reading and Writing (Launched)
         Course Detail _ Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

         Requisites:
         Prerequisite: Placement as determined by the college's multiple measures assessment process _
        Exception Identifier
        Exception
        Footer
        Category
         ~~Semester(s) Offered~~
         ~~Spring~~ - ~~No~~
         ~~Summer~~ - ~~No~~
         ~~Fall~~ - ~~No~~
         ~~Rotating~~ - ~~No~~

        1. ~~Min~~ - ~~3.000~~
            ~~Max~~ - ~~3.000~~

~~Course~~ - ~~ENG 1A - Critical Reading and Composition (Historical)~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ - <u>Major/Required</u>

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

2.   **Min** ~~4~~ <u>3</u> .000

Max ~~4~~ <u>3</u> .000

<u>Non-</u> **Course** <u>Requirement</u>   ~~ENG 1AEX - Critical Reading and Composition~~

~~Expanded~~

<u>Health</u> (~~Historical~~ <u>Area 8</u>)

Course ~~Detail~~ <u>Block Reference</u>

Exception Identifier

Exception

Footer

Category <u>General Education</u>

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

2.   **Min** 3.000

Max 3.000

<u>Non-</u> **Course** <u>Requirement</u>   ~~ENG 4 - Critical Thinking~~

<u>Social</u> and ~~Writing~~ <u>Behavioral</u> ~~about~~ <u>Sciences</u> ~~Literature~~ <u>(Area 4)</u>

Course ~~Detail~~ <u>Block Reference</u>

Exception Identifier

Exception

Footer

Category

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

3.   **Min** 3.000

Max 3.000

<u>Non-</u> **Course** <u>Requirement</u>   ~~ENG~~

<u>AD</u> ~~7 - Critical Thinking and Writing Across Disciplines~~ <u>Elective</u>

Course ~~Detail~~ <u>Block Reference</u>

Exception Identifier

Exception

Footer

Category <u>Elective</u>

<u>Semester(s) Offered</u>

<u>Spring</u>   <u>No</u>

<u>Summer</u>   <u>No</u>

<u>Fall</u>   <u>No</u>

<u>Rotating</u>   <u>No</u>

2.   **<u>Min</u>**   <u>15.000</u>

    <u>Max</u>   <u>15.000</u>

    <u>Term - Semester</u>   <u>Term 2 - Spring Semester</u>

    <u>Header</u>

    <u>Footer</u>

    <u>Program Courses</u>

       1.   **<u>Min</u>**   <u>3.000</u>

          <u>Max</u>   <u>3.000</u>

          <u>Course</u>   <u>ENG 4 - Critical Thinking and Writing about Literature</u>

          <u>Course Detail</u>   <u>Units and Hours:</u>

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

          <u>Requisites:</u>

          <u>Prerequisite:</u>   <u>ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C</u>

          <u>Exception Identifier</u>

          <u>Exception</u>

          <u>Footer</u>

          <u>Category</u>   <u>Major/Required</u>

          Semester(s) Offered

          Spring No

          Summer No

          Fall No

          Rotating No

       2.   **Min** 3.000

          Max 3.000

          <u>Non-</u> Course <u>Requirement</u>   ~~ENG~~

          <u>List</u>   ~~35~~ <u>A</u>   ~~- Modern American Literature~~ <u>Course</u>

          Course ~~Detail~~ <u>Block Reference</u>

          Exception Identifier

          Exception

          Footer

Category _Major/Required_

Semester(s) Offered

Spring _ No

Summer _ No

Fall _ No

Rotating _ No

3. **Min** _ 3.000

Max _ 3.000

Non-Course Requirement _

Natural Sciences (Area 5)

Course Block Reference _

Exception Identifier _

Exception _

Footer _

Category _ General Education

Semester(s) Offered

Spring _ No

Summer _ No

Fall _ No

Rotating _ No

4. **Min** _ 3.000

Max _ 3.000

Non-Course Requirement _

American Institutions (Area 9)

Course Block Reference _

Exception Identifier _

Exception _

Footer _

Category _ General Education

Semester(s) Offered

Spring _ No

Summer _ No

Fall _ No

Rotating _ No

5. **Min** _ 3.000

Max _ 3.000

Non-Course Requirement _

MATH 47 plus concurrent support

Course Block Reference _

Exception Identifier _

Exception _

Footer _

Category _ General Education

Semester(s) Offered

Spring _ No

Summary   No

Fall   No

Rotating   No

3. **Min**   3.000

Max   3.000

Term - Semester   Term 3 - Summer Semester

Header

Footer

Program Courses

    1.   **Min**   3.000

    Max   3.000

    Non-Course Requirement

    AD Elective

    Course Block Reference

    Exception Identifier

    Exception

    Footer

    Category   Elective

    Semester(s) Offered

    Spring   No

    Summer   No

    Fall   No

    Rotating   No

4. **Min**   15.000

Max   15.000

Term - Semester   Term 4 - Fall Semester

Header

Footer

Program Courses

    1.   **Min**   3.000

    Max   3.000

    Course   ENGL C1001 - Critical Thinking and Writing (Launched)

    Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:

    Prerequisite: with a minimum grade of C College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent

    Exception Identifier

    Exception

Footer

Category   Major/Required

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

2. **Min** 3.000

    Max 3.000

    Course ENG 41 - Modern World Literature

    Course Detail   Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:

    Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method..

    Exception Identifier

    Exception

    Footer

    Category Major/Required

    Semester(s) Offered

    Spring No

    Summer No

    Fall No

    Rotating No

5. **Min** ~~6~~ 1 .000

    Max ~~12~~ 1 .000

    ~~Term~~ Non-Course   ~~- Semester -~~

    ~~Header~~ Requirement

    Kinesiology (Area 7)

    ~~Footer~~ -

    ~~Program Courses~~

    1. ~~Min - 3.000~~

        ~~Max - 3.000~~

        ~~Course - CMST 5 - Readers Theater~~

        Course ~~Detail~~ Block Reference

        Exception Identifier

        Exception

        Footer

        Category General Education

        Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

2. **Min** 3.000

   Max 3.000

   ~~Non-~~ **Course** ~~Requirement~~ ~~ENG~~

   ~~Ethnic~~ ~~11~~ ~~Studies~~ ~~=~~ ~~(Area~~ ~~Introduction to Creative Writing~~ ~~6)~~

   Course ~~Detail~~ **Block Reference**

   Exception Identifier

   Exception

   Footer

   Category General Education

   Semester(s) Offered

   Spring No

   Summer No

   Fall No

   Rotating No

3. **Min** 5.000

   Max 5.000

   Non-Course Requirement

   AD Elective

   Course Block Reference

   Exception Identifier

   Exception

   Footer

   Category Elective

   Semester(s) Offered

   Spring No

   Summer No

   Fall No

   Rotating No

6. **Min** 15.000

   Max 15.000

   Term - Semester Term 5 - Spring Semester

   Header

   Footer

   Program Courses

   1. **Min** 3.000

      Max 3.000

      Course ENG 35 - Modern American Literature

      Course Detail Units and Hours:

Lecture Hours	54

Inside of Class Hours   54

Outside of Class Hours   108

Requisites:

Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method..

Exception Identifier

Exception

Footer

Category   Major/Required

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

2. **Min** 3.000

Max 3.000

Non- **Course** Requirement   ~~ENG~~

List   ~~12A~~ A   ~~- Craft of Writing Fiction~~ Course

Course ~~Detail~~ Block Reference

Exception Identifier

Exception

Footer

Category Major/Required

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

3. **Min** ~~3~~ 9 .000

Max ~~3.000~~

~~**Course** - ENG 12B - Craft of Writing Fiction: Intermediate~~

~~**Course Detail** -~~

~~**Exception Identifier** -~~

~~**Exception** -~~

~~**Footer** -~~

~~**Category** -~~

~~**Semester(s) Offered**~~

~~**Spring** - No~~

~~**Summer** - No~~

~~**Fall** - No~~

~~**Rotating** - No~~

4. ~~**Min** - 3.000~~

~~**Max** - 3.000~~

~~**Course** - ENG 12C - Craft of Writing Fiction: Advanced~~

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

5. Min - 3.000

Max - 3.000

Course - ENG 13A - The Craft of Writing Poetry: Beginning

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

6. Min - 3.000

Max - 3.000

Course - ENG 13B - The Craft of Writing Poetry: Intermediate

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

7. Min - 3.000

Max - 3.000

Group Title -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer – No
Fall – No
Rotating – No

1. Min – 3.000
   Max – 3.000
   Course – ENG 19A - Journal of Arts, Literature, and Academic Writing A (Historical)
   Course Detail –
   Exception Identifier –
   Exception –
   Footer –
   Category –
   Semester(s) Offered
   Spring – No
   Summer – No
   Fall – No
   Rotating – No

2. Min – 3.000
   Max – 3.000
   Course – JAMS 19A - Journal of Arts, Literature, and Academic Writing A (Historical)
   Course Detail –
   Exception Identifier –
   Exception –
   Footer –
   Category –
   Semester(s) Offered
   Spring – No
   Summer – No
   Fall – No
   Rotating – No

8. Min – 3.000
   Max – 3.000
   Group Title –
   Exception Identifier –
   Exception –
   Footer –
   Category –
   Semester(s) Offered
   Spring – No
   Summer – No
   Fall – No
   Rotating – No

   1. Min – 3.000
      Max – 3.000

~~Course~~ - ~~ENG 19B - Journal of Arts, Literature, and Academic Writing B~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

2. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~JAMS 19B - Journal of Arts, Literature, and Academic Writing B~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

9. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~ENG 20 - Studies in Shakespeare~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

10. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~ENG 32 - U.S. Women's Literature~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

11. Min - 3.000

Max - 3.000

Course - ENG 42 - Literature of the African Diaspora in America

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

12. Min - 3.000

Max - 3.000

Course - ENG 44 - Literature of the American West

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

13. Min - 3.000

Max - 3.000

Course - ENG 45 - Studies in Fiction

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

14. Min - 6.000

Max - 6.000

Course - ESL 24 - Advanced Reading and Composition I

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

15.   Min - 6.000

Max - 6.000

Course - ESL 25 - Advanced Reading and Composition II

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

16.   Min - 3.000

Max - 3.000

Course - ESL 26 - Advanced Editing

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

17.   Min - 3.000

Max - 3.000

Course - HUMN 28 - World Mythology

Course Detail -

Exception Identifier -

Exception -

Footer -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

18.   ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~JAMS 11 - Introduction to Reporting and Newswriting~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

19.   ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~THEA 4 - Modern American Theater~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

20.   ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~THEA 11 - Stage to Screen~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

21. ~~Min~~ - ~~3.000~~
    ~~Max~~ - ~~3.000~~
    ~~Course~~ - ~~THEA 14 - Bay Area Theater (Historical)~~
    ~~Course Detail~~ -
    ~~Exception Identifier~~ -
    ~~Exception~~ -
    ~~Footer~~ -
    ~~Category~~ -
    ~~Semester(s) Offered~~
    ~~Spring~~ - ~~No~~
    ~~Summer~~ - ~~No~~
    ~~Fall~~ - ~~No~~
    ~~Rotating~~ - ~~No~~

7. ~~Min~~ - ~~0.000~~
   ~~Max~~ - ~~0.000~~
   ~~Term - Semester~~ -
   ~~Header~~ -
   ~~Footer~~ -
   ~~Program Courses~~

   1. ~~Min~~ - ~~21.000~~
      ~~Max~~ - ~~28~~ 9 .000
      Non-Course Requirement
      AD Elective
      Course Block Reference
      Exception Identifier
      Exception
      Footer
      Category
      ~~Semester(s) Offered~~
      ~~Spring~~ - ~~No~~
      ~~Summer~~ - ~~No~~
      ~~Fall~~ - ~~No~~
      ~~Rotating~~ - ~~No~~

8. ~~Min~~ - ~~39.000~~
   ~~Max~~ - ~~32.000~~
   ~~Term - Semester~~ -
   ~~Header~~ -
   ~~Footer~~ -
   ~~See the Las Positas College General Education Pattern for Associate of Arts Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.~~
   ~~Program Courses~~

1. ~~Min~~ - ~~32.000~~
   ~~Max~~ - ~~39.000~~
   ~~Non-Course Requirement~~ -
   ~~Course Block Reference~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   ~~Category~~ - Elective
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome** _
   Upon completion of this program, students are able to analyze an author's use of literary techniques to develop a theme.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

2. **Outcome** _
   Upon completion of this program, students are able to identify and evaluate implied arguments in college-level literary texts.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

3. **Outcome** _
   Upon completion of this program, students are able to recognize, appreciate, and compare the similarities and differences between authors, characters and self that stem from historical era and cultural tradition.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

4. **Outcome** _
   Upon completion of this program, students are able to use grammar, vocabulary and style appropriate for academic essays.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

5. **Outcome** _
   Upon completion of this program, students are able to write a research paper using credible sources and correct documentation.
   This program aligns to the following Institutional Outcomes (check all that apply):

Course Student Learning Outcome Mappings

6. **Outcome**
    Upon completion of this program, students are able to write an academic essay synthesizing multiple texts and using logic to support a thesis.
    This program aligns to the following Institutional Outcomes (check all that apply):

    Course Student Learning Outcome Mappings

CTE Documentation

Gainful Employment No
CTE Regional Consortium Approved No
Advisory Board is attached No
[Center of Excellence (COE)](#) **LMI Report is attached** No
[Bay Area Community College Consortium (BACCC)](#) **is attached** No
Attached File
Please upload required documents for CTE programs; LMI Data, Advisory, Board Recommendation, BACCC Approved, Apprenticeship Information.
I have reviewed this tab and have completed the requirements for this proposal.

Transfer Documentation

[CCCCO TMC Submission form](#) **is completed and attached** No
CSU/UC Baccalaureate Level Course List by Deparement is attached No
Articulation Agreement by Major (AAM) is attached No
Cal-GETC Certification Course List by Area (GECC) is attached No
Attached File

Apprenticeship Documentation

Gainful Employment No
Sponsor Name
Sponsor Address
Sponsor Phone
Related/Supplemental Instruction (RSI) Year 1 hours
Related/Supplemental Instruction (RSI) Year 2 hours
Related/Supplemental Instruction (RSI) Year 3 hours
California Division of Apprenticeship Standards (DAS) letter No
[Current LMI](#) **Report** No
Attached File

Attachments

Attached File

Codes and Dates

Approval Dates

- State Approval Date

  01/29/2021

- Board of Trustees

  01/19/2021

- CC Approval Date

  11/30/2020

Program Originator ~~Sato~~ Kutil , ~~Michael~~ Craig

Implementation Date
~~2021~~ 2024 - ~~08~~ 09 - ~~15~~
22

Effective Term Fall ~~2021~~ 2025

TOP Code 1501.00 - English

CIP Code 23.0101 - English Language and Literature, General.

Catalog Description
The Associate of Arts in English degree (AA) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Please note that the English AA does not guarantee admission to CSU as the English AA-T does. However, like the Associate in Arts in English for Transfer (AA-T), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. The intent of the Associate in Arts in English (AA) is additionally to provide students with an enriched background in a broader, interdisciplinary range of courses that provides more general preparation in reading, writing, critical thinking, humanities, and creative expression. Students may take elective courses in fields as varied as English as a Second Language, French, Humanities, Mass Communications, Spanish, Speech, and Theater Arts. If the student prefers this broader range of preparation to that of the Associate in Arts in English for Transfer (AA-T) but also hopes to enter the English major at the transfer university of his or her choice, it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor. If a student plans to attend the University of California, the AA in English may meet the student's needs just as well. Students should speak to a counselor about their options.

Next Program Review (Month/Year) October ~~2022~~ 2026

Program Control Number

Admin Use Only

LAS POSITAS
C O L L E G E

Technical Program Revision: English - Associate of Arts Degree

Program Title
English

Award Type
Associate of Arts Degree

Effective Term
Fall 2025

Program Description
The Associate of Arts in English degree (AA) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Please note that the English AA does not guarantee admission to CSU as the English AA-T does. However, like the Associate in Arts in English for Transfer (AA-T), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. The intent of the Associate in Arts in English (AA) is additionally to provide students with an enriched background in a broader, interdisciplinary range of courses that provides more general preparation in reading, writing, critical thinking, humanities, and creative expression. Students may take elective courses in fields as varied as English as a Second Language, French, Humanities, Mass Communications, Spanish, Speech, and Theater Arts. If the student prefers this broader range of preparation to that of the Associate in Arts in English for Transfer (AA-T) but also hopes to enter the English major at the transfer university of his or her choice, it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor. If a student plans to attend the University of California, the AA in English may meet the student's needs just as well. Students should speak to a counselor about their options.

Program Requirements

Course	Title	Units	Term

Required Core: (15 Units)

			3.0
ENGL C1000	Academic Reading and Writing	1st	
			3.0
ENGL C1001	Critical Thinking and Writing	4th	
			3.0
ENG 4	Critical Thinking and Writing about Literature	2nd	
			3.0
ENG 35	Modern American Literature	5th	
			3.0
ENG 41	Modern World Literature	4th	

List A: Select Two (6-12 Units)

			3.0
ENG 11	Introduction to Creative Writing	2nd	
			3.0
ENG 12A	Craft of Writing Fiction	2nd	
			3.0
ENG 12B	Craft of Writing Fiction: Intermediate	5th	
			3.0
ENG 13A	The Craft of Writing Poetry: Beginning	2nd	
ENG 12C	Craft of Writing Fiction: Advanced		3.0
			3.0
ENG 13B	The Craft of Writing Poetry: Intermediate	5th	
ENG 19A	Journal of Arts, Literature, and Academic Writing A	2nd	3.0
OR			
JAMS 19A	Journal of Arts, Literature, and Academic Writing A	2nd	3.0
ENG 19B	Journal of Arts, Literature, and Academic Writing B	5th	3.0
OR			
JAMS 19B	Journal of Arts, Literature, and Academic Writing B	5th	3.0
			3.0
ENG 20	Studies in Shakespeare	2nd	
			3.0
ENG 32	U.S. Women's Literature	2nd	
			3.0
ENG 42	Literature of the African Diaspora in America	2nd	
			3.0
ENG 44	Literature of the American West	2nd	
			3.0

ENG 45	Studies in Fiction	2nd	
			6.0
ESL 24	Advanced Reading and Composition I	2nd	
			6.0
ESL 25	Advanced Reading and Composition II	5th	
			3.0
ESL 26	Advanced Editing	2nd	
			3.0
HUMN 28	World Mythology	5th	
			3.0
JAMS 11	Introduction to Reporting and Newswriting	5th	
			3.0
THEA 4	Modern American Theater	5th	
			3.0
THEA 11	Stage to Screen	5th	

Total Units for the Major

21.0-27.0

Additional General Education and Elective Units

32.0-39.0

See the Las Positas College General Education Pattern for Associate of Arts Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Program Pathway

![Las Positas College logo]

Technical Program Revision: English - Associate of Arts Degree

---

The Associate of Arts in English degree (AA) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Please note that the English AA does not guarantee admission to CSU as the English AA-T does. However, like the Associate in Arts in English for Transfer (AA-T), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. The intent of the Associate in Arts in English (AA) is additionally to provide students with an enriched background in a broader, interdisciplinary range of courses that provides more general preparation in reading, writing, critical thinking, humanities, and creative expression. Students may take elective courses in fields as varied as English as a Second Language, French, Humanities, Mass Communications, Spanish, Speech, and Theater Arts. If the student prefers this broader range of preparation to that of the Associate in Arts in English for Transfer (AA-T) but also hopes to enter the English major at the transfer university of his or her choice, it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor. If a student plans to attend the University of California, the AA in English may meet the student's needs just as well. Students should speak to a counselor about their options.

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:** 12.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGL C1000	Academic Reading and Writing	3.0	Major/Required	
Health (Area 8)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0		
AD Elective		3.0	Elective	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENG 4	Critical Thinking and Writing about Literature	3.0	Major/Required	

List A Course	3.0	Major/Required
Natural Sciences (Area 5)	3.0	General Education
American Institutions (Area 9)	3.0	General Education
MATH 47 plus concurrent support	3.0	General Education

Term 4 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGL C1001	Critical Thinking and Writing	3.0	Major/Required	
ENG 41	Modern World Literature	3.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		5.0	Elective	

Term 3 - Summer Semester   **Units:** 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	3.0	Elective	

Term 5 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENG 35	Modern American Literature	3.0	Major/Required	
List A Course		3.0	Major/Required	
AD Elective		9.0	Elective	

Total: 60.0