Las Positas College

Curriculum Committee Meeting

11/04/2024

6.0 Second Reading/Voting Packet

6.1 Course Modifications

Course Outline of Record - Effective Term: **Fall 2025**

ANTR 2L Archaeology Field Laboratory
ANTR 7 Native American Cultures of North America
ANTR 8 World Prehistory in an Archaeological Perspective
BIO 1C Cell and Molecular Biology
BIO 7A Human Anatomy
BIO 7B Human Physiology
BIO 7C Microbiology
BUSN 18 Business Law
BUSN 40 Introduction to Business
BUSN 52 Business Communications
BUSN 56 Introduction to Management
CIS/CNT/CS 43 Professional Communications
ENG 4 Critical Thinking and Writing about Literature
ENG 13A The Craft of Writing Poetry: Beginning
GDDM 51 / ARTS 26 Color Theory
MUS 8A Music Theory and Musicianship 1
MUS 38 Applied Lessons

LAS POSITAS COLLEGE

Course Outline for Anthropology 2L
Archaeology Field Laboratory
Effective: Fall 2025

Catalog Description:

ANTR 2L - Archaeology Field Laboratory
1.00 Units

This Archaeology Field Lab course offers hands-on field experience and artifact analysis. Students practice scientific archaeological recovery methods and techniques, including site planning, excavation, typology, cataloging, artifact recognition and reconstruction. In addition to gaining expertise in field research, students will examine and discuss techniques, tools and processes in cultural resource management.

Prerequisite: ANTR 2 with a minimum grade of C , may be taken concurrently, **Recommended Course Preparation:** Eligibility for ENGL C1000

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Use the Scientific method to identify, record, and define artifacts.
B. Describe the methods and techniques of laboratory research in archaeology.
C. Analyze artifacts within the cultural context of their field recoveries.
D. Explain the relationships between artifacts and the reconstruction and understanding of cultural context.

Course Content:

1. Introduction and orientation
    1. Identifying artifacts, ecofacts and features
    2. Field equipment, field procedures and safety
    3. Finding an archaeological site by survey, transects and research
2. Field methods and excavation procedures
    1. Non-invasive techniques for investigation before digging
    2. Vertical and horizontal excavations in the field
    3. Bag and tag, records and mapping at archaeological sites
3. Lab work
    1. Stabilize, clean and sort artifacts
    2. Classification and typology of artifacts
    3. Stone tool identification and analysis
    4. Pottery and Ceramics identification and analysis
    5. Plant remains identification and analysis
    6. Basketry and other soft goods identification and analysis
    7. Bone and shell identification and analysis
    8. Basic Osteology and zooarchaeology
    9. Metal, glass and analysis of historical artifacts
4. Database formation and site analysis
    1. Constructing artifact databases
    2. Concluding site analysis based on information gathered

Methods of Instruction:

1. Lab - handling artifacts.
2. Discussion - in fieldwork and laboratory contexts.
3. Observation - field and laboratory techniques.
4. field excavations.

Typical Assignments

A. Other:
    1. Complete Lab manual exercises and reading assignments
    2. Help design and participate in field excavation projects
    3. Differentiate between stone, bone and ceramic artifacts
    4. Write a final report on an archaeological excavation site

Methods of Evaluating Student Progress

A. Exams/Tests
    1. midterm and final exams
B. Quizzes
    1. monthly
C. Group Projects
    1. on a semester basis
D. Class Participation

1. weekly

E. Lab Activities
    1. weekly

Student Learning Outcomes

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

A. Collect, measure, photograph, and curate common archaeological materials and artifacts.
B. Demonstrate the sequence and procedures for archaeological field survey and excavation.
C. Use theory to interpret archaeological data.

Textbooks (Typical):

Textbook:

1. Mark Q. Sutton, Brooke S. Arkush *Archaeological Laboratory Methods*. 7th ed., Kendall Hunt, 2019.
2. Colin Renfrew, Paul Bahn *Archaeology Essentials: Theories, Methods, and Practice*. 4th ed., Thames & Hudson, 2018.
3. Colin Renfrew, Paul Bahn *Archaeology: Theories, Methods, and Practice*. 8th ed., Thames & Hudson, 2020.
4. Robert J. Muckle, Stacey L. Camp *Introducing Archaeology*. 3rd ed., University of Toronto Press, 2020.
5. Thomas F. King *Cultural Resource Management: A Collaborative Primer for Archaeologists*. 1st ed., Berghahn Books, 2020.

Manual:

1. Stone, T.. Introduction to Archaeology Laboratory Manual. Kendall Hunt, Dubuque, IA, 2014.
2. Homsey-Messer, L., Michaud, T.S., Reed, A.L., & Bobo, V.. Experiencing Archaeology: A Laboratory Manual of Classroom Activities, Demonstrations, and Minilabs. Berghahn Books, 2019.

LAS POSITAS COLLEGE

Course Outline for Anthropology 7
Native American Cultures of North America
Effective: Fall 2025

Catalog Description:

ANTR 7 - Native American Cultures of North America
3.00 Units

Survey of ways of life of traditional North American Indian cultures in different geographical areas throughout North America prior to European contact and continuing today. Topics include prehistory of Native American cultures, cultural change in response to European contact, current Native American socio-economic conditions, recent legislation including NAGPRA, social movements and cultural renewal.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Describe the Native American traditional cultures found in the various geographical regions of North America.
B. Identify differences between traditional Native American cultures and Euro- American culture.
C. Discuss political and social problems of American Indians today.

Course Content:

1. Introduction

1. Native American cultures as a field of Anthropological study
2. Archaeological evidence and the scientific method
3. The First Americans: Paleoindian and Archaic

2. Native American Culture Areas and Nations: Prehistory through Present
    1. Arctic cultural communities
    2. Subarctic cultural communities
    3. Pacific Northwest cultural communities
    4. Plateau cultural communities
    5. California cultural communities
    6. Great Basin cultural communities
    7. Southwest cultural communities
    8. Northeast cultural communities
    9. Southeast cultural communities
    10. Plains cultural communities
3. Culture Change and Current Issues
    1. European contact and culture clash
    2. Culture change and assimilation of Native American cultures
    3. Cultural revival, activism, NAGPRA and other legislation
    4. Current issues: casinos, healthcare, education, economic disparities

Methods of Instruction:

1. Lecture - Assigned materials will be contextualized.
2. Discussion - Students will have opportunities for class discussions.
3. Audio-visual Activity - Videos may be shown.
4. Supplemental material online and on reserve in the LPC Library.

Typical Assignments

A. Reading:
    1. Textbook and supplementary reading assignments
        1. Discussion of contemporary Native American issues from Native American perspectives

B. Project:
    1. Research projects/papers based on lecture and discussion topics
        1. Field assignment: participant observation of a Native American event
    2. Research projects/papers based on outside videos
        1. Video analysis: discuss portrayal of Native Americans in past and present media context
    3. Research projects/papers based on library and/or website investigations
        1. Compare/contrast two specific Native American traditional cultures in terms of social structure, environment and ideology

Methods of Evaluating Student Progress

A. Papers
    1. One term paper.

B. Home Work
    1. Weekly.
C. Exams/Tests
    1. Midterm and Final exams.

Student Learning Outcomes

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

A. Define the current social, economic, education and political issues and goals of contemporary tribes.
B. Explain the psychological and anthropological concepts behind prejudice, discrimination, and racism.
C. Develop research skills with special emphasis on interdisciplinary studies.

Textbooks (Typical):

Textbook:

1. Mark Q. Sutton *Introduction to Native North America*. 5th ed., Routledge Press, 2016.
2. Susan Lobo, Steve Talbot, Traci Morris Carlston *Native American Voices*. 3rd ed., Routledge, 2016.
3. Katrina Phillips *Staging Indigeneity: Salvage Tourism and the Performance of Native American History.* 1st ed., The University of North Carolina Press, 2021.
4. Damon B Akins, William J Bauer Jr. *We Are the Land: A History of Native California.* 1st ed., University of California Press, 2021.
5. Claudio Saunt *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory.* 1st ed., W.W. Norton & Company, 2021.
6. David Wallace Adams *Education for Extinction: American Indians and the Boarding School Experience, 1875–1928.* 1st ed., University Press of Kansas, 2020.

LAS POSITAS COLLEGE

Course Outline for Anthropology 8
World Prehistory in an Archaeological Perspective
Effective: Fall 2025

Catalog Description:

ANTR 8 - World Prehistory in an Archaeological Perspective
3.00 Units

Survey of world prehistory as reconstructed through archaeological evidence. Topics include Paleolithic cultural practices from early tool use and mobile communities through settled living in complex agricultural societies to the establishment, rise and collapse of the first major civilizations in Africa, Asia, Europe, the Middle East, the Americas and Oceania. Subsistence, economic networks, social systems, power distributions, symbols and ideology will be discussed, as well as ecological effects of urbanization in the past.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Discuss the evidence for the evolution of human ancestors and early cultural development.
B. Describe key transitions in prehistory from the domestication of plants to the rise of cities.
C. Explain how social stratification developed in different ancient civilizations around the world.
D. Analyze the factors involved in the collapse of prehistoric civilizations.

Course Content:

1. Introduction
    1. Prehistory as anthropological culture studies
    2. Using the scientific method to investigate prehistory
    3. Dating methods for artifacts and other evidence of human prehistory
2. Paleoanthropology and human origins
    1. The human lineage and invention of stone tools
        1. Origin and evolution of the first bipeds in cultural context: Australopithecines
        2. Evolution of the genus Homo: Homo habilis, Homo naledi and Homo erectus
    2. The first humans: Homo sapiens and our early cousins
        1. Evolution of Homo sapiens sapiens and Homo sapiens neanderthalensis
        2. Cultural development and differentiation in early Homo sapiens
    3. Pre and post Ice Age Human migrations: mobile hunter/gatherer communities
        1. Homo sapiens sapiens as the last surviving humans
        2. Cultural adaptations, language and migrations of early humans around the world
3. First farmers and sedentary populations
    1. Food production, trade and expanding communities
        1. How and why did transitions from hunter/gatherer groups to sedentary farmers occur?
    2. Early complex social systems and social stratification around the world
        1. Domestication of plants, animals and people over time
        2. Archaeological sites and the evidence for early civilizations
        3. Factors that can lead to socially stratified communities
4. Cultural Complexity: the rise and fall of prehistoric civilizations
    1. Old World and New World cultural development and social structures
        1. Comparison of ancient social structures in Europe, Asia, Africa and the Americas
        2. How do we evaluate social hierarchies and symbols of power?
    2. Compare familiar and not-so-familiar ancient civilizations
        1. Mesopotamia, Egypt, Great Zimbabwe and Crete
    3. European ancient communities and enigmas
        1. Stonehenge, Ice Man and Bog People
    4. Compare and contrast similar cultural adaptations to very different environments
        1. Indus Valley and Ancient China
    5. Cultural diffusion, international connections and shared ideology
        1. Mesoamerica, South America and North America
    6. Factors that can lead to the collapse of prehistoric civilizations
        1. Environmental degradation, over population, climate change, loss of faith in leadership

Methods of Instruction:

1. Lecture - reading materials will be contextualized.
2. Audio-visual Activity - films and videos may be shown.
3. Discussion - opportunities for classroom discussion.
4. Research - a term paper will be assigned.

Typical Assignments

A. Other:
    1. Critical analysis essay on assigned reading topics
    2. Oral presentation on assigned topics, group project on aspects of prehistoric communities
    3. Analysis of videos on a particular prehistoric culture
    4. Study guide preparation for in-class discussions
    5. Term paper

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Midterm and Final exams
B. Papers
    1. One term paper
C. Home Work
    1. Weekly

Student Learning Outcomes

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

A. Upon completion of ANTR 8, students will be able to describe the factual knowledge (terminology, classifications, and methods) that form the basis of archaeology.
B. Upon completion of ANTR 8, students will be able to explain fundamental principles and theories regarding the cultural processes that have shaped past human societies.
C. Upon completion of ANTR 8, students will be able to analyze cultural diversity in the human past as it relates to systems of oppression, racism, and self-determination.

Textbooks (Typical):

Textbook:

1. Kenneth Feder *The Past In Perspective*. 8th ed., Oxford University Press, 2019.
2. Michael Chazan *World Prehistory and Archaeology*. 5th ed., Routledge Press, 2021.
3. Brian Fagan, Nadia Durrani *World Prehistory: A Brief Introduction*. 10th ed., Routledge Press, 2019.
4. Chris Scarre *The Human Past: World Prehistory and the Development of Human Societies*. 4th ed., Thames & Hudson, 2017.
5. Brian Fagan, Nadia Durrani *People of the Earth: An Introduction to World Prehistory*. 15th ed., Routledge Press, 2018.
6. Deborah I. Olszewski *Archaeology and Humanity's Story: A Brief Introduction to World Prehistory*. 2nd ed., Oxford University Press, 2019.
7. Brian M Fagan, Nadia Durrani *Ancient Lives: An Introduction to Archaeology and Prehistory*. 7th ed., Routledge, 2020.

LAS POSITAS COLLEGE

Course Outline for Biological Sciences 1C
Cell and Molecular Biology
Effective: Fall 2025

Catalog Description:

BIO 1C - Cell and Molecular Biology
5.00 Units

Principles of cell and molecular biology. Includes biochemistry, cell structure and function, cell homeostasis, cell metabolism, cell reproduction, cell communication, genetics, molecular biology, biotechnology, and evolution. Emphasis on scientific inquiry and experimental design.

Prerequisite: BIO 1A with a minimum grade of C, or BIO 1B with a minimum grade of C CHEM 1A with a minimum grade of C, **Recommended Course Preparation:** Intermediate Algebra or a higher level of mathematics., Eligibility for college-level composition as determined by college assessment or other appropriate method.

Course Grading: Letter Grade Only

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Discipline:

Biological Sciences

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Identify and explain structure and function of biologically important molecules
B. Describe cell membrane structure, compare mechanisms of membrane transport, and discuss types of cell junctions
C. Summarize enzyme structure and relate to function

D. Identify and explain structure and function of cells and cell organelles
E. Compare and contrast cellular metabolic pathways
F. Compare and contrast cell reproduction processes, including the cell cycle, mitosis, and meiosis
G. Compare and contrast cell communication processes, including cell signaling and signal transduction
H. Explain how DNA replicates and transmits genetic information within organisms
I. Interpret genetic crosses and patterns of inheritance, explain examples of non-Mendelian inheritance, and solve genetics problems
J. Describe chromosome structure, explain the patterns of inheritance of sex chromosomes, and compare features of the prokaryotic and eukaryotic genomes
K. Explain examples of how gene expression is regulated
L. Apply classical and molecular genetics to solve problems in genetics or biotechnology
M. Describe the molecular basis of the action potential, muscle contraction, and antibody action
N. Relate evolutionary processes to the origin and evolution of cellular life
O. Explain and apply the major tools and techniques used in biotechnology
P. Apply methods of scientific inquiry and experimental design to the study of biological concepts
Q. Perform, document, explain, and interpret a variety of biochemistry, cell, and molecular techniques and experiments
R. Acquire, read, evaluate, apply, and cite scientific literature
S. Practice scientific writing

Course Content:

Lab:

1. Microscopy
2. Spectroscopy
3. Biologically important molecules
4. Cell structure
5. Membrane transport
6. Enzyme function
7. Cell reproduction
8. Genetics
9. DNA isolation
10. Gel electrophoresis (DNA and protein)
11. Chromosomes
12. Transformation
13. PCR

Lecture:

1. Cellular chemistry and biological molecules
2. Structure and function of cells and organelles
3. Structure and function of cell membranes; action potential
4. Cellular transport across membranes
5. Structure and function of enzymes
6. Cell Reproduction and cell cycle regulation
7. Cellular metabolism (cellular respiration, fermentation, photosynthesis)

8. Cell communication
9. Classical/Mendelian and non-Mendelian genetics
10. Molecular genetics
11. DNA structure and function
12. Gene structure
13. Gene expression and regulation of gene expression
14. Biotechnology
15. Origin and evolution of life and molecules
16. Scientific inquiry

Methods of Instruction:

1. Field Trips -
2. Projects -
3. Discussion -
4. Lecture -
5. Laboratory experiments
6. Audio-visual presentations
7. Laboratory exercises
8. Articles from scientific literature

Typical Assignments

A. Other:
    1. Prepare samples for microscopy, including using various stains for visualization.
    2. Perform extraction of DNA.
    3. Prepare and run agarose gel electrophoresis.
    4. Write a scientific report on an experiment or independent research project, using proper scientific report format.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Four per semester
B. Quizzes
    1. Weekly
C. Research Projects
    1. Independent research project
D. Field Trips
    1. Two per semester
E. Lab Activities
    1. Notebook and lab practicals

Student Learning Outcomes

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

A. Conduct an independent research project, keep accurate records, analyze and draw conclusions, and communicate experimental findings in a standard format for scientific research.
B. Explain and demonstrate the theoretical and practical aspects of using a compound microscope to study the structure and function of cells, including preparation and staining of samples for compound microscopy.
C. Explain and apply basic principles and processes of cellular and molecular biology at different levels, from the biochemical to the cellular.
D. Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry level biology laboratory equipment and/or discipline-specific computer hardware and software.

Textbooks (Typical):

Textbook:

1. Jane B Reece, Lisa A Urry, Michael L Cain, Steve A Wasserman, Peter V Minorsky *Campbell Biology*. 11th ed., Pearson, 2017.
2. Peter J Russell, Paul E Hertz, Beverly McMillan, Joel H Benington *Biology: The Dynamic Science*. 5th ed., Cengage, 2021.
3. James Morris, Daniel Hartl, Andrew Knoll, Robert Lue, Melissa Michael *Biology: How Life Works*. 3rd ed., W.H. Freeman Publishing, 2019.

Manual:

1. Ho, Nan. Biology 1: Cell Biology Custom Lab Manual. Pearson Custom Publishing, 2014.
2. Giles Morgan, J., Urry, L., Carter, M., Cain, M., Wasserman, S., Minorsky, P., & Reece, J.. Investigating Biology Laboratory Manual, 9th edition. Pearson, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Laboratory manual and/or custom laboratory packages.
2. Personal Protective Equipment (PPE).

LAS POSITAS COLLEGE

Course Outline for Biological Sciences 7A
Human Anatomy
Effective: Fall 2025

Catalog Description:

BIO 7A - Human Anatomy
5.00 Units

Structural organization of the human body: gross and microscopic structure of the integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive systems, from cellular to organ system levels of organization. This course is primarily intended for nursing, allied health, kinesiology, and other health related majors.

Prerequisite: BIO 30 with a minimum grade of C, or BIO 1B with a minimum grade of C and BIO 1C with a minimum grade of C **Recommended Course Preparation:** Eligibility for college-level composition as determined by college assessment or other appropriate method, Eligibility for transfer-level mathematics as determined by college assessment or other appropriate method.

Course Grading: Letter Grade Only

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Discipline:

Biological Sciences

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Speak and write using anatomical terminology
B. Identify organizational levels of the body and explain how they are related

C. Describe the developmental processes that occur during embryogenesis and describe the 3 primary germ layers that give rise to all organs of the body
D. Use anatomical terminology for regions, positions, planes and cavities
E. Identify cellular organelles and relate the cellular organelles to the function of a variety of cell types
F. Identify histological tissues and describe the structures, and functions of specific types of epithelial, connective, muscle and nervous tissues
G. Give the structure, function, and location of body membranes
H. Identify the structures and describe the function of the integumentary system
I. Identify all bones of the skeletal system and selected bone features
J. Describe the structure of selected types of articulations
K. Describe the microscopic structure of skeletal muscles
L. Identify selected human muscles and describe the action of selected human muscles
M. List the structural and functional divisions of the nervous system and describe the microscopic structure of a typical neuron
N. Describe the anatomy of peripheral nerves including spinal and cranial nerves and the anatomy of the autonomic nervous system
O. Identify and describe the anatomy of the brain and spinal cord
P. Describe the structure of sensory receptors and selected special senses, and the neural pathways to the central nervous system
Q. Describe the location and structure of the major endocrine glands
R. Identify components of blood and list their functions
S. Identify the organs of the cardiovascular system, and describe the anatomy of the heart and blood vessels
T. Trace the arterial and venous paths of circulation
U. Describe the structure and function of the lymphatic system
V. Describe the structures and functions of the respiratory system
W. Describe the structures and functions of the organs and accessory organs of the digestive system
X. Describe the gross anatomy and functions of urinary organs and the microscopic structure of the nephron
Y. Describe the structures and functions of the male and female reproductive systems
Z. Compare normal versus diseased structures, injured or age-related structural changes in any or all of the above organ systems
AA. Identify surface anatomy of major superficial structures

Course Content:

Lab:

1. Anatomical terminology
2. Microscopy
3. Cytology
4. Histology of epithelial, connective, muscle, and nervous tissues
5. Integumentary system
6. Microscopic and macroscopic structure of bone
7. Major divisions of the skeleton
8. Identification of bones and select bone landmarks

9. Articulations
10. Muscle histology and muscle features
11. Identification of major muscles
    1. Dissection and identification of muscles in a cat or fetal pig
    2. Observation of dissected human cadaver
12. Nervous tissue
13. Spinal cord and spinal nerves
14. Brain and cranial nerves
    1. Dissection of a sheep brain
15. Eye and/or ear
    1. Dissection of a cow eye
16. Endocrine system
17. Cardiovascular system
    1. Blood
    2. Heart
    3. Blood vessels
18. Lymphatic system
19. Respiratory system
20. Digestive system
21. Urinary system
22. Opening the body cavity of a cat or fetal pig to identify internal organ systems
23. Observation of internal organs of a dissected cadaver
24. Reproductive systems
25. Surface anatomy using a regional approach

Lecture:

1. Basic concepts of anatomy
    1. Levels of anatomical organization
    2. Anatomical terminology
    3. Relationship of structure and function
2. Cellular Structures
    1. Organelles, inclusions and plasma membrane
    2. Relationship of structure and function
3. Embryology
    1. Embryonic period and differentiation
4. Histology
    1. Types and functions of tissues
    2. Glands
    3. Membranes
5. The integument and its derivatives
    1. Histology of the integument
    2. Functions of the integument
    3. Integumentary derivatives
    4. Pathological conditions or age-related changes of the skin
6. Skeletal system

1. Structure and types of skeletal materials
2. Formation and growth of cartilage
3. Formation and growth of bone
4. The axial skeleton
5. The appendicular skeleton
6. Identification of key bone features
7. Classification and types of articulations
8. Movements at articulations
9. Pathological conditions or age-related changes of bones and joints

7. Muscular system
    1. Microanatomy of skeletal muscle
    2. Types of skeletal muscle fibers
    3. Naming of skeletal muscles
    4. Axial Muscles
    5. Appendicular Muscles
    6. Pathological conditions, exercise-induced or age-related changes in muscle
8. Nervous system
    1. Structural and functional organization of the nervous system
    2. Cytology of nervous tissue
    3. Brain
    4. Spinal cord
    5. Peripheral nervous system
    6. Autonomic nervous system
    7. General and select special senses
    8. Pathological conditions or age-related changes of the nervous system
9. Endocrine system
    1. Overall function of endocrine glands and hormones
    2. Types and locations of endocrine glands
    3. Pathological conditions or age-related changes of the endocrine system
10. Cardiovascular system
    1. Composition of blood
    2. Functions of blood cells
    3. Formation of blood cells
    4. Structure and function of the heart
    5. Types, structure, and function of blood vessels
    6. Arterial paths and venous paths of circulation
    7. Pathology of blood and blood-forming tissues
    8. Pathology of cardiovascular structures
11. Lymphatic system
    1. Lymphatic structures and cells
    2. Structures and functions of the lymphatic system
    3. Lymphatic pathways
    4. Examples of lymphatic disorders
12. Respiratory system
    1. Anatomy of upper and lower respiratory tracts

2. Air pathways
3. Lungs and pleura
4. Examples of respiratory pathology

13. Digestive system
    1. Gross anatomy, histology and function of the alimentary canal
    2. Gross anatomy, histology and function of the accessory organs
    3. Mesenteries
    4. Examples of digestive system pathologies
14. Urinary system
    1. Gross anatomy and functions of urinary organs
    2. Microanatomy of the nephron
    3. Examples of urinary system pathology
15. Reproductive system
    1. Structures, glands and ducts of the male reproductive organs
    2. Structures, glands and ducts of the female reproductive organs
    3. Pathological conditions or age-related changes of the reproductive systems
16. Surface Anatomy
    1. Regional approach to identify selected structures including muscles, nerves, vessels and organs.

Methods of Instruction:

1. Lecture - Multimedia lecture presentations
2. Discussion - Discussions on major themes and concepts
3. Classroom Activity - Practice identification of structures with the questions developed by students and then answered individually and/or by groups.
4. Audio-visual Activity - Online interactive homework including short video clips
5. Demonstration - Demonstration of dissected human cadaver
6. Lab - Cat or fetal pig dissection as well as various organs attained from sheep or cows
7. Demonstration - Demonstrations of models and organs
8. Readings from the text and the laboratory manual
9. Utilization of compound light microscope to view histology slides

Typical Assignments

A. Other:
    1. Preparation for lecture and lab on skeletal muscles:
        1. Complete the online homework (Mastering A&P) using the textbook to answer the questions and identify the structures.
        2. Complete the pre-lab portion of the laboratory manual.
    2. Collaborative learning:
        1. With your lab partners, identify the selected muscles on the models.
        2. With your lab partners, dissect and identify the selected muscles in a cat or fetal pig.
    3. Demonstration and discussion:
        1. Identify selected muscles in a dissected cadaver
        2. Discuss appropriate landmarks and relationships used in identifying muscles.

4. Writing:
    1. Complete the review questions in your laboratory manual.
    2. Practice the correct spelling of the selected muscles.
5. Self-Assessment
    1. Complete assigned online assessment questions including identification of skeletal muscles
    2. Create labels to identify skeletal muscles on the models.
    3. Use the study area that accompanies Mastering A&P for labeling structures and answering sample test questions.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 4 minimum
B. Home Work
    1. Weekly online homework
C. Lab Activities
    1. Lab practicals 4 minimum

Student Learning Outcomes

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

A. Identify the structures of the body systems using models, slides, cadavers, and/or visual media.
B. Relate structure to the function of anatomical structures and understand how a change in structure would alter function.
C. Analyze clinical cases and/or human pathologies and communicate findings utilizing academic language.

Textbooks (Typical):

OER:

1. . .

Textbook:

1. Michael McKinley, O'Loughlin, Pennefather-O'Brien *Human Anatomy.* 6th ed., McGraw Hill, 2021.
2. Elaine C. Marieb, Brady, Mallat *Human Anatomy.* 9th ed., Pearson, 2020.

Manual:

1. Marieb, E. and L. Smith. Human Anatomy Laboratory Manual with Cat Dissections, 9e. Pearson, 2020.
2. Amerman, Erin. Exploring Anatomy in the Laboratory, 2e. Morton Publishing, 2021.

Other Materials Required of Students

Other Materials Required of Students:

1. Nitrile gloves.
2. Colored pencils.

3. Dissection kit.
4. Disposable laboratory coat.

LAS POSITAS COLLEGE

Course Outline for Biological Sciences 7B
Human Physiology
Effective: Fall 2025

Catalog Description:

BIO 7B - Human Physiology
5.00 Units

Function and regulation of the human body. This course examines general, cellular, and molecular interactions that integrate the organ systems to maintain homeostasis. Human responses and computer simulations are used to collect and analyze data. Designed for nursing, physical and occupational therapy, and other health sciences majors.

Prerequisite: CHEM 30A with a minimum grade of C, or CHEM 31 with a minimum grade of C, or CHEM 1A with a minimum grade of C BIO 7A with a minimum grade of C, BIO 30 with a minimum grade of C, or BIO 1B with a minimum grade of C and BIO 1C with a minimum grade of C **Recommended Course Preparation:** CHEM 30B with a minimum grade of C, Eligibility for college-level composition as determined by college assessment or other appropriate method., Eligibility for college-level mathematics as determined by college assessment or other appropriate method.

Course Grading: Letter Grade Only

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Discipline:

Biological Sciences

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Explain fundamental laws of physics, chemistry and physiology as they relate to body organization and function;
B. Review the chemistry of life, with emphasis on nucleic acid and protein function, including anabolic and catabolic metabolism, such as transcription, translation, replication, enzymatic reactions, aerobic and anaerobic respiration;
C. Discuss water, electrolyte and acid base balance;
D. Review all the organelles and their functions;
E. Define homeostasis and outline how negative and positive feedback loops are used in physiology and medicine;
F. Review structure and function of the cell membrane and describe the various active and passive transport systems and cell to cell communication modes;
G. Explain the functions of the integumetary system;
H. Distinguish between the major body control systems;
I. Explain the Role of bone tissue in homeostasis;
J. Explain membrane potentials and action potentials, define and explain excitation contraction coupling, and review various mechanisms of synaptic junctions;
K. Review the nervous system and its subdividions with emphasis on molecular neuron function and integration;
L. Review general sensation and explain how mechanical, chemical, and light energy is converted into nerve impulses in the special sensory organs;
M. Describe how visual accommodation is achieved and describe the defects associated with myopia, hyperopia, presbyopia and astigmatism;
N. Discuss skeletal muscle structure and function, including regulation of contraction and excitation-contraction coupling, and skeletal muscle metabolism during exercise;
O. Explain the functioning of the endocrine system, its regulation, and its integration with the nervous system;
P. Outline thermoregulation;
Q. Discuss the overall, cellular, and molecular function of the cardiovascular system and its regulation;
R. Explain the function of the heart and cardiac cycle and obtain and analyze an ECG tracing;
S. Distinguish between the various functions of the lymphatic system and describe mechanisms of nonspecific and specific immunity;
T. Explain respiratory system function and regulation and apply a spirometer to conduct pulmonary function tests;
U. Explain urinary system function and regulation and distinguish between the composition of glomerular filtrate and urine;
V. Discuss the functions of the different parts of the digestive system and evaluate the role of proper nutrition;
W. Reproductive functions and regulation;
X. Review clinical applications by collecting clinical data such as pulse, blood pressure, urinalysis, blood indices and spirometric indices;

Course Content:

Lab:

1. Medical Math review

2. Concentration and dilution review
3. Cell transport mechanisms and permeability
4. Biochemical measurements – spectrophotometry and graphing
5. Enzyme activity and kinetics of salivary amylase
6. VNTR polymorphism – Polymerase chain reaction and DNA analysis
7. Neurophysiology of nerve impulses
8. Human reflex physiology
9. General sensation – Receptor physiology
10. Clinical examination of the eye – Conducting visual tests and experiments
11. Clinical examination of the ear – Conducting laboratory tests of hearing and equilibrium
12. Clinical examination of olfaction and taste
13. Skeletal muscle physiology – Electrical stimulation, isometric and isotonic contractions
14. Human cardiovascular physiology – Conduction system of the heart and EKG studies
15. Human cardiovascular physiology – Blood pressure and pulse determination
16. Cardiovascular dynamics – Mechanics of circulation, vessel resistance, and pump mechanics (computer simulations)
17. Frog cardiovascular physiology – Assessing physical and chemical modifiers of the heart rate (computer simulations)
18. Blood – Hematologic tests
19. The immune response – Antibodies and tests for their presence
20. Respiratory sounds – Clinical assessment of lung function
21. Spirometry – Respiratory volumes and capacities (wet lab and computer simulations)
22. Role of respiratory system in acid-base balance of blood
23. Chemical and physical processes of digestion
24. Urinalysis – clinical evaluation of urine
25. Renal Physiology – The function of the nephron (computer simulations)
26. Acid-base balance – Respiratory vs. metabolic acidosis and alkalosis, renal system compensation (computer simulations)
27. Experiments on hormonal action – Hormones and metabolism, hormone replacement therapy, insulin and diabetes (computer simulations)
28. Physiology of reproduction – Gametogenesis and the female cycles
29. Enzyme-Linked Immunosorbent Assay (ELISA) – Immunological pregnancy testing
30. Principles of Heredity

Lecture:

1. Review of fundamentally related chemical and physical principles
    1. Periodic table
    2. Reactivity
    3. Molecules and bonds
    4. Ions and isotopes
    5. Law of mass action
    6. Diffraction and its function as a lab tool
    7. Solutions and solutes
    8. Biomolecules
2. Cell Biology and Cellular Metabolism

    1. Tissue Remodeling
    2. Apoptosis
    3. Stem cells
    4. Enzymes
    5. Anabolic and Catabolic metabolisms
    6. Cellular respiration
3. Membrane Dynamics
    1. Diffusion and its variables
    2. Active transport systems
    3. Establishment of a resting membrane potential
4. Cell Communication and Integration
    1. Gap junctions
    2. Autocrines and paracrines
    3. Hormones and Neurohormones
    4. Cytokines
    5. Signal transduction
    6. Homeostasis
    7. Response and feedback loops
5. Endocrine Physiology
    1. Hormone classes and mechanisms of action
    2. Control of hormone release
    3. Hormone interactions
    4. Endocrine pathologies
6. Physiology of the Excitable Cell
    1. Depolarization, repolarization
    2. Hyperpolarization
    3. Threshold
    4. Action potential
    5. Graded potential
    6. Temporal and spatial summation
    7. Refractory period, absolute and relative
7. Synaptic Physiology
    1. Chemical synapse vs. electrical synapse
    2. Role of calcium in neurotransmitter release
    3. Classes of neurotransmitters
    4. Postsynaptic responses: EPSP vs. IPSP
    5. Inactivation of neurotransmitters
    6. Integration of neural information
8. Central Nervous System Physiology
    1. Neural networks
    2. Blood-brain barrier
    3. Gray vs. white matter
    4. Functional areas of the cerebral cortex
    5. Sensory homunculus
9. Sensory Reception

1. Sensory transduction
2. Receptive fields
3. Somatic senses
4. Chemoreception: gustation and olfaction
5. Vision – Photo transduction
6. Hearing – Sound transduction
7. Equilibrium

10. Muscle Physiology
    1. Sliding filament theory
    2. Excitation-contraction-coupling
    3. ATP supply and phosphocreatine
    4. Muscle contraction studies: muscle twitch, tension development, summation, Treppe, tetanus
    5. isometric and isotonic contractions
11. Cardiovascular Physiology
    1. Autorhythmic cells and electrical conduction of the heart
    2. Action potentials in myocardial cells
    3. Cardiac excitation-contraction coupling
    4. Cardiac cycle and pumping action of heart
    5. Cardiac output
    6. Autonomic modulation of heart rate
    7. EKG - normal/abnormal
    8. Intracardial and intravascular hemodynamics
    9. Blood pressure and its measurements
    10. Regulation of blood pressure
    11. Peripheral resistance
    12. Exchange at capillaries
    13. Role of lymphatic system
    14. Neural and endocrine considerations
    15. Thrombus and embolus formation
    16. Ischemia and infarction
12. Blood Physiology
    1. Blood plasma and formed elements
    2. Blood cell production
    3. Blood typing
    4. Coagulation
    5. Blood chemistry and blood pathology
13. Pulmonary Physiology
    1. Gas laws
    2. Pulmonary ventilation
    3. Gas exchange in lungs and tissue
    4. Gas transport in blood
    5. Hemoglobin vs. myoglobin vs. fetal hemoglobin
    6. Oxygen dissociation curves
    7. Lung compliance and elastance
    8. Surfactant

9. Indices of spirometry
10. Respiration and the acid-base balance of the body
11. Regulation of ventilation
12. Breathing under special conditions: high altitude climbing and deep sea diving

14. Kidney Physiology – Fluid and Electrolyte Balance
    1. Sources of loss and gain of water
    2. Filtration, Reabsorption, Secretion
    3. Excretion
    4. Micturition
    5. Water balance and urine concentration
    6. Sodium balance
    7. Potassium balance
    8. Acid-Base balance
    9. Renal failure and its consequences
15. Digestive System Physiology
    1. Motility
    2. Secretion
    3. Digestion: mechanical and chemical
    4. Roles of salivary glands, pancreas and gall bladder
    5. Absorption
    6. Regulation of GI function
    7. Foods, minerals and vitamins
    8. Carbohydrate, protein and fat metabolism
    9. Energy balance and heat production
    10. Metabolic disorders
16. Immune System
    1. Innate immunity
    2. Physical and chemical barriers, inflammation, NK cells
    3. Acquired immunity
    4. Clonal selection and deletion of B and T cells
    5. Antigen presenting cells and MHC molecules
    6. Antibody classes and functions
    7. Allergies and autoimmune disorders
17. Reproductive Physiology
    1. Mitosis vs. meiosis
    2. Gamete production and fertilization
    3. Menstrual cycle
    4. Human cytogenetics and birth defects
    5. Survey of birth control techniques
    6. Survey of infertility treatments
    7. Hormonal changes during pregnancy
    8. Puberty
    9. Menopause and Andropause

Methods of Instruction:

1. Directed Study - Readings from the text and the laboratory manual
2. Student Presentations - Student-led presentations
3. Lab - Laboratory observations, collection and analysis of data. Lab reports
4. Simulations - Computer interactive laboratory exercises
5. Guest Lecturers - Experts from fields related to human Physiology will share their knowledge during (maximum of) 1 hour talks.
6. Projects - Research project, culminating in paper and/or oral PowerPoint presentation. Other written assignments .
7. Audio-visual Activity - Utilization of video, CD-ROM and other audio visual aids
8. Lecture - Multimedia lecture presentations and discussions on major themes and concepts
9. Derivation of conclusions and clinical implications

Typical Assignments

A. Other:
    1. Reading and Discussion
        1. Read Chapter 14, “Cardiovascular Physiology,” by D. U. Silverthorn, pp. 449-484. Be prepared to list the events of the cardiac cycle in sequence, beginning with atrial and ventricular diastole. Note where valves open and close. Be prepared to list and briefly explain four types of information that the EKG provides about the heart.
        2. Read Chapter 19, “The Kidneys,” by D. U. Silverthorn, pp. 599-619. Be prepared to define, compare and contrast filtration, secretion and excretion. What are the advantages of a kidney that filters a large volume of fluid and then reabsorbs 99% of it?
    2. Collaborative learning
        1. With your lab partner work through exercise 31: Electrocardiography. Record ECGs for your lab partner first under baseline (resting) conditions and then under conditions of fairly strenuous exercise. Finally, take a recording while your lab partner holds his or her breath. Then have your lab partner do the same with you. Compare the baseline recordings with the other recordings and determine the reasons for the observed differences in the recordings.
        2. National Center for Case Study Teaching in Science: In a small group, cooperate while delving into neurophysiology and analyzing the case of "Escape from Planet Soma". Read the background information then discuss and answer the integrated questions, such as: "How will the non-functional sodium channels affect the signaling capabilities of a neuron?" and "What effect will the destruction of myelin have on the signaling capability of a neuron?" During a whole class discussion share your findings with the rest of your colleagues.
    3. Writing
        1. Complete the review sheets for exercise 31 in your laboratory manual.
        2. Research and write a report on your chosen topic. Turn in the written report to your instructor and be prepared to present your report to the rest of the class in no more than ten minutes. Pretend that you are addressing your report to a group of patients just diagnosed with this disease. Examples of topics: Diagnosis and classification of

Diabetes mellitus – A clinical education; Causes and consequences of clinical hypertension – A clinical education.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 4 per semester
B. Quizzes
    1. Weekly
C. Papers
    1. Written research paper
D. Oral Presentation
    1. Presentation of research report
E. Class Participation
    1. Participation in class discussions
F. Lab Activities
    1. Laboratory reports and practicals

Student Learning Outcomes

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

A. Upon completion of BIO 7B, students will be able to apply the principles of homeostasis and the use of feedback loops to control physiological systems in the human body.
B. Upon completion of BIO 7B, students will be able to evaluate physiological functions of select organ systems by interpreting graphs of physiological data and be able to solve allied-based math problems.
C. Upon completion of BIO 7B, students will be able to research a relevant topic in physiology and communicate their findings clearly in writing or orally to others, demonstrating content knowledge acquired from reliable scientific sources.

Textbooks (Typical):

Textbook:

1. Dee Unglaub Silverthorn *Human Physiology an Integrated Approach*. 8th ed., Pearson, 2020.
2. Stuart Ira Fox, Krista Rompolski *Human Physiology*. 16th ed., McGraw Hill, 2022.
3. Bryan H. Derrickson *Human Physiology*. 2nd ed., Wiley, 2020.

Manual:

1. Robert Amitrano. Anatomy & Physiology Laboratory Manual. Cengage Learning, 2013.
2. Martin, T., & Prentice-Craver, C.. Laboratory Manual for Human Anatomy & Physiology Main Version. McGraw Hill, 2018.
3. Marieb, E., & Smith, L.. Human Anatomy & Physiology Laboratory Manual. Pearson, 2019.

Software:

1. Mastering A&P. Pearson Publishing, (current /e).
2. PhysioEx. Pearson Publishing, (current/e).

Other Materials Required of Students

Other Materials Required of Students:

1. One black fine point sharpie..

LAS POSITAS COLLEGE

Course Outline for Biological Sciences 7C
Microbiology
Effective: Fall 2025

Catalog Description:

BIO 7C - Microbiology
5.00 Units

This course focuses on viruses, bacteria, fungi, protozoans, and helminths, with an emphasis on their relationship to humans. Cultivation, control, metabolism, body's defense against disease, microbial genetics, laboratory tests, and contemporary diseases are discussed. Methods used in the laboratory include standard bacteriological techniques (culturing, staining, biochemical testing, sensitivity testing etc.) as well as some molecular and immunological techniques, such as PCR and ELISA. Laboratory work also includes identification of unknowns, and/or independent research projects.

Prerequisite: BIO 30 with a minimum grade of C, or BIO 1B with a minimum grade of C and BIO 1C with a minimum grade of C CHEM 30A with a minimum grade of C, or CHEM 1A with a minimum grade of C, or CHEM 31 with a minimum grade of C **Recommended Course Preparation:** BIO 7A with a minimum grade of C, Eligibility for college-level composition as determined by college assessment or other appropriate method., Eligibility for college-level composition as determined by college assessment or other appropriate method

Course Grading: Letter Grade Only

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Discipline:

Biological Sciences

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Describe critical discoveries and events in the history of Microbiology and discuss the significance of this work
B. Compare and contrast prokaryotic and eukaryotic cellular structure and function
C. Conduct procedures to isolate, cultivate and identify bacteria
D. Apply aseptic technique and handle microorganisms in a safe manner
E. Identify common protozoans, cestodes, and nematodes that parasitize humans, know the diseases they cause, and describe select life cycles
F. Identify arthropod vectors of disease and discuss select major arthropod borne diseases
G. Recognize and describe selected pathogenic viruses and fungi and discuss associated diseases
H. Describe and perform selected techniques used in genetic engineering
I. Explain how the human body defends itself against disease
J. Describe the theory and interpretation of common serological and molecular clinical laboratory tests, then utilize selected tests
K. Demonstrate proficiency using the compound light microscope
L. Explain the use of disinfectants, antiseptics, sanitizers and the mode of action of selected examples
M. Discuss various selected mechanisms of antibiotic and antiviral sensitivity and conduct and interpret antibiotic sensitivity testing
N. Apply and interpret selected bacterial staining methods and recognize shapes, arrangements, and morphological structures of bacteria
O. Utilize and interpret complex selective and differential media and various biochemical tests commonly used for bacterial identification
P. Review, differentiate, and categorize various selected infectious diseases

Course Content:

Lab:

1. Laboratory Fundamentals of Microbiology:
    1. Laboratory safety and procedures
    2. Use and care of microscope
    3. Observing microorganisms through a microscope
    4. Bacterial growth
2. Basic Microbiology Techniques
    1. Preparation of media
    2. Aseptic technique
    3. Staining techniques
    4. Streak plate method for isolation
    5. Testing for bacteria and fungi in the environment
3. Metabolic Activities for Characterization and Identification of Bacteria
    1. Selective and differential media
    2. Biochemical testing
    3. Anaerobic culture methods
4. Rapid Diagnostics and Applied Microbiology Techniques
    1. Rapid multi-test systems, such as Enterotube II
    2. PCR

3. ELISA
5. Bacterial Genetics
    1. Transformation
6. Microbes and Humans
    1. Skin microbiota
    2. Throat cultures
    3. Oral microbiota
    4. Urine cultures
    5. Gastrointestinal tract cultures
7. Eukaryotic Microbes
    1. Observation of clinically relevant fungi, protozoa, and parasitic helminths
8. Investigative laboratory projects

Lecture:

1. Fundamentals of Microbiology
    1. Introduction to microbiology, including history, naming and classification.
    2. Functional anatomy of prokaryotic and eukaryotic cells
    3. Microbial growth
    4. Control of microbial growth
    5. Microbial metabolism
    6. Bacterial genetics
    7. Biotechnology and recombinant DNA technology
2. Survey of microbial agents
    1. Identification and classification of prokaryotes
    2. Identification and classification of relevant eukaryotes, specifically protozoa, fungi, algae, and helminths
    3. Identification and classification of viruses
    4. Viruses and cancer
    5. prions
    6. The human microbiome
3. Microbe host interactions
    1. Epidemiology
    2. Pathogenicity
    3. Innate immunity
    4. Adaptive immunity
4. Practical applications of Immunity
    1. Immunization technology
    2. Diagnostic immunology
5. Contemporary Infectious Diseases
    1. Skin and eye infections
    2. Respiratory system infections
    3. Nervous system infections
    4. Cardiovascular and lymphatic system infections
    5. Digestive system infections
    6. Infections of the urinary and reproductive systems

Methods of Instruction:

1. Research - Research Group Project focusing on investigation and analysis of a Bacteriology topic, including descriptive and/or quantitative experiments.
2. Guest Lecturers - invited guest lecturers discussing relevant applied microbiological and clinical topics
3. Lecture - Multimedia lecture presentations and discussion of major themes and concepts
4. Audio-visual Activity - Utilization of animations, TED talks, video clips, and other audio-visual aids as homework learning tools and in class discussion start points
5. Student Presentations - Student-led presentations on current events , clinically relevant case studies, and research findings
6. Field Trips - Field trips to clinical diagnostic laboratories
7. Written Exercises - Selected written assignments investigating current events and relevant case studies
8. Lab - Laboratory exercises, including observations, collection and analysis of data and completion of laboratory reports
9. Readings from the text and the laboratory manual

Typical Assignments

A. Other:
    1. Reading and Discussion
        1. Read about the functional anatomy of prokaryotic and eukaryotic cells in your textbook. Diagram each of the 4 possible flagellar arrangements discussed in lecture. Explain the medical importance of bacterial capsules and endospores.
        2. Read the chapter on microbial diseases of the digestive system. Be prepared to compare and contrast food poisoning versus food-borne infections. Explain the implications of this distinction in how a patient would be managed clinically.
    2. Collaborative learning
        1. Work with your lab partner on “Throat Culture”. Use a sterile swab to obtain an inoculum from the throat of your partner and swab a blood agar plate following the specified procedure in the lab manual.
        2. Form groups of three students to dramatize a chosen infectious disease that is of interest to you. One student is the patient, one student acts as the doctor and the third student plays the lab tech. In your “play”, the “patient” displays all the symptoms, the “doctor” has to be able to answer questions from other class mates, and the “lab tech” explains the lab tests done and shows pictures of relevant test results. The presentation should take a maximum of 10 minutes. It should be an effective review of a given infection in order to remind ourselves of important points before the final. Since this is a drama, try to dress, look, and act the part. Do not tell the rest of the class what disease you will be enacting – they have to guess!
    3. Writing
        1. Complete the laboratory report for the Throat Culture Exercise in your lab manual.
        2. Relevance Writing: Locate a current event story relating to any topic of this course in a local newspaper or in one of the big national newspapers. (Use the library web site to access any US newspaper). Cite the newspaper in which it was found (with dates and authors). Write a paragraph outlining the article. Write a second paragraph describing

how this topic relates to the course as discussed in class (or described in the textbook – if not yet discussed in class). This will reinforce the course content and help you on the exams. Minimum of 600 words per relevance writing.

4. Mastering Microbiology - Textbook Website
    1. Prelecture Homework: Complete the prelect HW assignment for Chapter 4 online. Answer all the questions and view the assigned animations to be able to participate in the class room discussions of Chapter 4.
    2. Complete all the Test Prep assignments for Exam 2 before midnight of the day before the exam.

Methods of Evaluating Student Progress

A. Group Projects
    1. 1
B. Home Work
    1. many
C. Exams/Tests
    1. 2 to 5
D. Lab Activities
    1. many
E. Quizzes
    1. 8 to 10
F. Research Projects
    1. 1
G. Papers
    1. 1
H. Oral Presentation
    1. 1

Student Learning Outcomes

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

A. Upon completion of BIO 7C, students will be able to acquire, articulate, and apply specialized language and knowledge relevant to microbiology.
B. Upon completion of BIO 7C, students will acquire and demonstrate competency in laboratory safety and in routine and specialized microbiological laboratory skills applicable to microbiological research or clinical methods, including accurately reporting observations and analysis.
C. Upon completion of BIO 7C, students will explain and demonstrate the theoretical and practical aspects of using a compound microscope to study microorganisms using the oil immersion objective lens.
D. Upon completion of BIO 7C, students will research a relevant topic in microbiology and communicate scientific concepts, experimental results and analytical arguments clearly and concisely in writing and/or orally, demonstrating content knowledge acquired from the course work and from reliable scientific sources.

Textbooks (Typical):

Textbook:

1. Nina Parker, Mark Schneegurt, Anh-Hue Thi Tu, Philip Lister, Brian M. Foster *Microbiology*. 1st ed., OpenStax and the American Society for Microbiology Press, 2016.
2. Gerard J. Tortora, Berdell R. Funke, Christine L. Case *Microbiology, an Introduction*. 13 ed., Pearson, 2019.
3. John W. Foster, Zarrintaj Aliabadi, Joan L. Slonczewski *Microbiology - The Human Experience*. 1st ed., W. W. Norton, 2018.

Manual:

1. Johnson, T., & Case, C.. Laboratory Experiments in Microbiology. Pearson, 2015.

Software:

1. Mastering Microbiology for Tortora, Funke, Case. Pearson, (13th/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Laboratory coat.
2. Colored pencils.
3. Disposable gloves.
4. Packet of 50 microscope slides.
5. Fine point black sharpie.

LAS POSITAS COLLEGE

Course Outline for Business 18
Business Law
Effective: Fall 2025

Catalog Description:

BUSN 18 - Business Law
3.00 Units

A study of the legal environment of business. Covering laws and regulations impacting business transactions. Introduction to the legal process. Topics include sources of legal concepts and ethics, torts, contracts, Uniform Commercial Code (UCC), warranties, product liability, consumer financial transactions, environmental, competition, agency, employment and labor, business organizations, and judicial and administrative processes.

Recommended Course Preparation: BUSN 40 with a minimum grade of C, ENGL C1000 with a minimum grade of C

Course Grading: Optional

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

Discipline:

Law, or Marketing, or Business, or Management

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Discuss the historical development of the legal system, and explain the operation of the court system and sources of commercial law
B. Describe the government's constitutional authority to regulate business
C. List and explain the different types of torts for which businesses may be liable
D. Explain the social, political, and ethical implications of the law and their application to actual and hypothetical business transactions

E. Distinguish between torts and crimes; describe the purpose of criminal and tort law
F. List the elements of a contract and itemize the requirements of each
G. Identify all of the elements of a sales contract under the UCC, detail the responsibilities attached to each, and remedies for breach
H. Compare and contrast the different types of alternative dispute resolution
I. List the different types of agency relationships, and explain the parties involved including their rights and responsibilities
J. Differentiate between real and personal property and analyze the possessory rights that are attached
K. Identify the different forms of business organizations, compare and contrast each formation, and describe the relationship to stakeholders
L. Identify and describe the different types of intellectual property
M. Detail the social, political, and ethical implications and relationship of the law to business transactions
N. Identify governmental agencies that regulate business and discuss the process of formation, powers, functions, and limitations

Course Content:

1. Introduction to law and legal reasoning:
    1. the difference between law and ethics
    2. stakeholders and social responsibility
    3. ethical decision making
    4. the method of preparing a case brief
2. Constitutional issues and their relationship to business
3. Administrative Agencies
4. Court systems and processs and alternatives:
    1. state and federal court systems
    2. jurisdiction
    3. appellate review
    4. alternative dispute resolution
5. Criminal Law and its relationship to business
6. Torts
    1. Intentional v. Unintentional
    2. Negligence
    3. Strict Liability
7. Contracts
    1. Common Law v. the Uniform Commercial Code
    2. Classification, Terms and Elements
    3. Tiitle, risk, and insurable interest
    4. Performance, Obligation, and Breach
    5. Remedies of the buyer and seller for breach
    6. Warranties
    7. Third Party Beneficiaries
    8. Assignment and Delegation
8. Agency
    1. Formation

    2. Parties
    3. Duties
    4. Termination
9. Forms of Business Organizations
    1. Formation
    2. Operation
    3. Termination
    4. Liability issues and options
10. Nature of Personal and Real Property
    1. Ownership
    2. Bailment's
    3. Lost and mislaid property
    4. Conversion
11. Intellectual Property:
    1. Trademarks and related property
    2. Cyber Marks
    3. Patents
    4. Copyrights
    5. Copyrights in Digital Information
    6. Trade Secrets
    7. International protection for intellectual property
12. Environmental Law
13. International Legal Issues

Methods of Instruction:

1. Student Presentations -
2. Lecture -
3. Classroom Activity -
4. Discussion -
5. Audio-visual Activity -
6. Discussion of student questions
7. Lecture and analysis of the rules and elements of law
8. Case and problem analysis
9. Small group and individual problem solving tasks which require students to debate a fact pattern and come to a consensus of the appropriate law.

Typical Assignments

A. Other:
    1. Homework problems from textbook chapters which require legal reasoning and analysis utilizing IRAC ("Issue, Rule, Application, Conclusion").
    2. Preparation of case briefs utilizing a structured format
    3. Cumulative projects:
        1. Designed to incorporate many student outcomes into one assignment.

2. Example project: Every year the United States Supreme Court hears many cases and makes many rulings. Pick any one of the listed cases from www.supremecourt.org listed under Opinions. Write a minimum five page IRAC analysis of the case. Discuss the legal issues, the impact of the case on society and form a conclusion based on legal reasoning.

4. Collaborative learning
    1. Collaborative learning, done in small groups, is used to build analytical skills, heighten critical thinking, and develop legal reasoning.
    2. Example assignment: Read *Geier v. American Honda*. Identify the major legal concepts and terminology. Identify the legal issue stating it in the correct legal format. Determine the holding and identify the reasons behind the holding.

Methods of Evaluating Student Progress

A. Papers
    1. Final
B. Oral Presentation
    1. Final and during IRAC case analysis
C. Projects
    1. Final
D. Class Participation
    1. Every class meeting
E. Class Work
    1. Weekly assignments
F. Home Work
    1. Weekly
G. Exams/Tests
    1. 2-3
H. Quizzes
    1. When needed for review weekly
I. Research Projects
    1. Case research can be done weekly or bi-weekly
J. Preparation of case briefs Analysis of cases using IRAC

Student Learning Outcomes

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

A. Compare and contrast alternative legal theories as they apply to a case.
B. Critique legal decisions made by the courts.
C. Evaluate the dynamics behind multinational enterprises.
D. Formulate legal conclusions based on sound legal reasoning.

Textbooks (Typical):

Textbook:

1. Anthony Liuzzo *Essentials of Business Law.* 11th ed., McGraw-Hill, 2022.

2. Roger E. Meiners, Al H. Ringleb, Francis L. Edwards *Legal Environment of Business.* 14th ed., Cengage , 2023.
3. FlatWorld, 2019 *Essentials of the Legal Environment of Business.* 2.0 ed., FlatWorld, 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer and Internet access.
2. Basic supplies such as paper, pencil, pens, Scantrons..
3. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review).

LAS POSITAS COLLEGE

Course Outline for Business 40
Introduction to Business
Effective: Fall 2025

Catalog Description:

BUSN 40 - Introduction to Business
3.00 Units

A multidisciplinary examination and introduction to business operations within the U.S. and internationally. Provides an overview of global economic systems, business formations, business ethics and laws, general accounting practices and financing, facility location and layout, production, organizational structures and management functions. Fundamentals of risk management, marketing, human resources, and employee motivation are covered. Demonstrates how culture, society, and external business environments impact a business' ability to achieve its organizational goals.

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method

Course Grading: Optional

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

Discipline:

Business, or Law, or Management, or Marketing

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Compare and contrast the three primary economic systems utilized in the international marketplace.
B. Evaluate the financial impact of safety, product liability, environmental and labor laws and the expanding concepts of social ethics on the competitiveness of U.S. businesses globally.
C. Discuss the forms of business ownership and list the advantages and disadvantages of each.
D. Explain what money is and how its value is determined.

E. Describe the essentials of three primary accounting statements and the uses of each.
F. Identify the different organizational structures of business and discuss the strengths and weaknesses of each.
G. Identify the functions of management and discuss how they relate to business decisions.
H. Identify the primary aspects of risk management and discuss the insurance options available for each.
I. Identify current production & operations processes. Address sustainability.
J. Identify the marketing mix and key tools, terms and strategies related to each element.
K. Identify key human resource management functions and laws.
L. List the theories of motivation and discuss the appropriate circumstances for using each to motivate employees.
M. Identify and describe the basics of business law including contracts, torts, intellectual property, and the American legal system.
N. Describe and identify how technology impacts all the primary functions of business.
O. Evaluate the basic components of financial statements and ratio analysis.
P. Explain the importance of finance to the operations of business; the various types of financing; and the process of internal and external financing and controls.
Q. Identify how business operates in an international/global environment including legal, social, cultural, and interdependence and integrated financial markets.

Course Content:

1. Foundations of American Business
2. Economic Foundations and Economic Systems in the 21st century
3. Business ethics and social responsibilities
4. Forms of business ownership including sole proprietorships partnerships, corporations, franchises, and cooperatives
5. Accounting and Financial Management
    1. Basic concepts of fiscal and monetary policies
    2. Budgets and Planning
    3. Securities Markets and the Financial System
6. Management, Leadership, and Motivation
    1. Managerial skills and needed competencies
    2. Leadership styles
7. Production and Operations Management
    1. Facility location and layout
    2. Production and Manufacturing processes
    3. Quality concerns and strategies
    4. Inventory management options
8. E-Business and Information Technology
9. Marketing and Consumer Behavior
10. Human Resource Management
11. International Business
12. Business Law
13. Risk Management and Insurance

Methods of Instruction:

1. Guest Lecturers - as appropriate.
2. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.
3. Efforts which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.
4. Tasks that enable students to develop a variety of learning strategies: repletion, categorization, restatement, comparison and contrast, memorization, identification of repetition, critical thinking and collaboration.
5. Critical thinking exercises to integrate students' overall ability to understand the material.
6. Written exercises and case studies to evaluate concepts and facts.
7. Informal lectures and classroom discussion based on student questions related to the material.
8. Lecture utilizing Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard.
9. Audio-visual materials including but not limited to video tapes and Internet web casts with handouts for note taking and small group discussion.
10. In class current topic discussions and assignments handled individually, with class partners, in teams and/or as the whole class.
11. Readings in text and handouts or study guide applications.
12. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions.

Typical Assignments

A. Other:
    1. Recognition tasks: matching, identifying correct facts, etc. Complete a crossword puzzle based on the terms for the chapter.
    2. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. For example:
        1. Read assigned sections or chapters in the textbook
            1. Answer the assigned questions that review, summarize and analyze the reading material(s)
            2. Relying on and referencing the concepts presented in the text, create an organization chart from the company information provided.
        2. Read the chapter in the text on "Producing World Class Goods and Services" complete the concept development assignment.
        3. 3. Complete the case study at the end of a chapter and be prepared to discuss the proposed questions within small groups in class.
        4. Chapter Review: Using complete sentence structure, write answers to the questions at the end of the chapter that require definitions, identifications of methodologies, descriptions of assessments of evaluation systems, extrinsic and intrinsic rewards and composition of good/poor performance reviews to employee compensation.

5. Write a review and analysis of the chapter's video case study.
6. Project: Obtain a copy of an annual report for any publicity traded company. Compare the financial statements presented in the annual report to those discussed in the text. Identify the differences and discuss your impression of the information presented in the annual report.
7. Watch a video case study on facility layout and read the chapter's summary of the video case study. Answer five questions about facility layout based on the video case.
8. Business presentation on a business related topic in the news, that can be explained with a topic in the textbook or lecture.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 1 per semester
B. Quizzes
    1. 1 per semester
C. Papers
    1. 1 per semester
D. Group Projects
    1. 1 per semester
E. Class Participation
    1. Daily
F. Class Work
    1. Daily
G. Home Work
    1. Daily
H. Substantial writing assignments are required, 1 per semester A. Informal essay/short composition B. Writing assignments include short-answer exam questions, written plans, and analysis of case studies.

Student Learning Outcomes

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

A. Communicate the impact of compliance-based and integrity-based ethics codes on the role of business in a market economy.
B. Compare the three primary business formations used by privately held American businesses.
C. Contrast management and leadership strategies in the function areas of management, marketing, finance, human resources and production.

Textbooks (Typical):

Textbook:

1. Lawrence Gitman *Introduction to Business.* 1 ed., openstax, 2018.
2. Marcela Kelly, Chuck Williams *BUSN.* 12th ed., Cengage, 2023.
3. William G Nickels, James McHugh, Susan McHugh *Understanding Business.* 13th ed., McGraw-Hill Irwin, 2022.
4. Ricky Griffin, Robert Ebert *Business Essentials.* 13th ed., Pearson Prentice Hall, 2021.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer and Internet access.
2. Basic supplies such as paper, pencil, pens, Scantrons..
3. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review).

LAS POSITAS COLLEGE

Course Outline for Business 52
Business Communications
Effective: Fall 2025

Catalog Description:

BUSN 52 - Business Communications
3.00 Units

This practical course supports career success by covering principles, strategies, and applications of effective business communications. The course emphasizes critical thinking, problem solving, and ethical practices. Focus is placed on cultural dimensions of communication, listening skills, nonverbal communication, the writing process, social media, professionalism, teamwork, meeting management, presentation skills, and employment communication, including job interviewing and résumé writing.

.**Recommended Course Preparation:** ENGL C1000 with a minimum grade of C

Course Grading: Optional

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

Discipline:

Management, or Business, or Marketing

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Analyze two-way communication and diagnose the barriers that prevent the transfer of meaning, action and cooperation;
B. Use empathy and perception checking in everyday speaking and listening to improve listening skills;
C. Explain the essentials of interpersonal communication;
D. Describe the basic factors, benefits and obstacles of nonverbal communication;
E. Identify techniques that lead to more productive relationships with customers and co-workers;
F. Demonstrate increased success in communication ideas through the group dynamics of the class;

G. Describe obstacles to ethical communication and various cultural differences;
H. Identify the different types of interviews and the type of preparation needed for each form;
I. Develop agendas for meetings of various size and identify materials required for agenda completion;
J. Identify strategies for leading positive interactions and conflict resolution during meetings;
K. Give an organized 3 – 5 minute presentation to the class.

Course Content:

1. The communication model
2. Management theories and communication
3. Effective listening strategies and techniques
4. Interpersonal communication
5. Non-verbal communication
6. Communication network barriers and obstacles
7. Communication among diverse cultures
8. Ethics in communication
9. Interviewing
10. Organization and management of meetings
11. Business presentations

Methods of Instruction:

1. Audio-visual Activity
2. Guest Lecturers - as appropriate.
3. Efforts which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.
4. Tasks that enable students to develop a variety of learning strategies: repetition, categorization, restatement, comparison and contrast, memorization, identification of repetition, critical thinking and collaboration.
5. Critical thinking exercises to integrate students' overall ability to understand the material.
6. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions;
7. Lecture utilizing PowerPoint, overhead transparencies, computer media, handouts, whiteboard and/or blackboard.
8. In class current topic discussions and assignments handled individually, with class partners, in teams and/or as the whole class.
9. Readings in text and handouts or study guide applications.
10. Written exercises and case studies to evaluate concepts and facts.
11. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.
12. Informal lectures and classroom discussion based on student questions related to the material.

Typical Assignments

A. Other:
    1. One business presentation

2. Preparation of meetings and agendas
3. Tests plus final examination
4. Class participation/discussion
5. Chapter assignment
6. Vocabulary and definition matching
7. Brief case analysis on chapter content
8. Watch the video on listening
    1. Analyze your listening habits
    2. Write a one-page paper about listening, strategies to improve listening and feedback to enhance listening

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Minimum of two
B. Quizzes
    1. For each chapter
C. Research Projects
    1. Minimum of one
D. Papers
    1. Minimum of two
E. Oral Presentation
    1. One business presentation
F. Class Participation
    1. Weekly

Student Learning Outcomes

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

A. Evaluate the quality of business communication.
B. Plan for a job interview.
C. Solve a variety of communication problems.

Textbooks (Typical):

Textbook:

1. Cheryl Hamilton *Communicating for Results: A Guide for Business and the Professions.* 11th ed., Cengage, 2018.
2. Mary Ellen Guffey *Essentials of Business Communication.* 11th ed., Cengage, 2019.
3. Peter Cardon *Business Communication: Developing Leaders for a Networked World.* 3rd ed., McGraw-Hill Education, 2018.
4. John Thill *Excellence in Business Communication.* 13th ed., Pearson, 2020.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer, Printer and Internet access.
2. Access to recent editions of journals, newspapers and periodicals.

LAS POSITAS COLLEGE

Course Outline for Business 56
Introduction to Management
Effective: Fall 2025

Catalog Description:

BUSN 56 - Introduction to Management
3.00 Units

Introduction to the application of tools, principles and concepts in business management. Emphasis will be on planning, organizing, leading, and controlling. Additional topics will include decision-making, employee motivation, team work, and current trends.

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method

Course Grading: Optional

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

Discipline:

Business, or Management

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Compare and contrast the primary managerial functions of planning, organizing, leading, and controlling.
B. Discuss the importance of management in delivering successful results in today's organizations.
C. Describe the skills required and the challenges those different skills present.
D. Debate the role of social responsibility and ethics for managers within a business;
E. Demonstrate skill in thinking conceptually about management problems and theories.
F. Apply decision-making tools and techniques to new multicultural business scenarios

G. Evaluate and critique approaches to business leadership, employee motivation, group work, and organizational communications
H. Evaluate the relationship between human resources and operations management.

Course Content:

1. Introduction
    1. Define Management
    2. Primary Functions
    3. Management Theory and History
2. Characteristics, Values, and Culture
3. Ethics and Diversity
    1. Stakeholders and Ethics
    2. Diversity in the Workforce
4. Global Economy and Understanding the Various Other Business Environments and Cultures
5. Decision Making and Learning
6. Creativity and Entrepreneurship
7. Planning and Strategy
8. Organizational Structures and Job Design
9. Control and Change in the Organization
10. Leadership and Motivation
11. Team Management
12. Human Resources
13. Operations Management

Methods of Instruction:

1. Lecture -
2. Discussion -
3. Research -
4. Observation -
5. Simulations -
6. Written Exercises -
7. Classroom Activity -
8. Audio-visual Activity -
9. Projects -

Typical Assignments

A. Other:
    1. Discussion: Compare pros and cons of leadership styles.
    2. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. Examples include:
        1. Students are expected to review assigned section on cultural work styles. Identify differences which may create work group conflict.

2. Group Presentations - students may select from a provided list of topics and present to class using video and/or other multimedia.
3. Reading - A sample assignment may be to read chapter 5 on Scheduling Demands and prepare 5 discussion topics.
4. Writing - Reflect on current ethical challenges in the business environment

3. Case Studies: Follow the steps of nominal group decision making.
4. Project: research business situation or chapter topic. Analyze and evaluate the information based on textbook information, student experience, interviews, and/or researched sources.
5. Peer Review/Evaluation of assignments such as peer evaluation of student presentions in terms of content and accuracy.

Methods of Evaluating Student Progress

A. Quizzes
    1. Weekly
B. Papers
    1. Written assignments weekly
C. Projects
    1. Once a semester
D. Home Work
    1. Weekly
E. Exams/Tests
    1. Twice a semester

Student Learning Outcomes

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

A. Communicate the roles managers play in organizations.
B. Compare and contrast the primary managerial functions.
C. Model the primary state laws that govern managerial decisions.

Textbooks (Typical):

Textbook:

1. Gareth Jones, Jennifer Jones *Essentials of Contemporary Management*. 9th ed., McGraw-Hill , 2021.
2. Chuck Williams *Management*. 12th ed., Cengage , 2022.
3. Talya Bauer, Berrin Erdogan, Jeremy Short *Principles of Management*. 5th ed., FlatWorld, 2021.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer and printer access.
2. Internet access.
3. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review).

LAS POSITAS COLLEGE

Course Outline for Computer Science 43
Professional Communications
Effective: Fall 2025

Catalog Description:

CS 43 - Professional Communications
3.00 Units

(See also CIS 43 , CNT 43)

This course applies the principles of ethical and effective communication to the creation of letters, memos, emails, and written and oral reports for a variety of business situations. The course emphasizes critical thinking and analysis, planning, organizing, composing, and revising business documents to create and deliver professional-level oral presentations in-person and virtually. Additional focus will be placed on developing interpersonal skills, team participation skills, and technical report writing skills. Students who have completed or are enrolled in CNT 43 or CIS 43 may not receive credit.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Course Grading: Optional

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

Discipline:

Computer Information Systems, or Computer Science, or Computer Service Technology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Explain the elements of the communication process;
B. Analyze how word selection and usage affects communications;
C. Solve business communications problems through planning, problem solving, organizing, writing, listening, and presenting techniques;

D. Illustrate sensitivity to audience needs and desire, including cross-cultural situations;
E. Plan, organize, write and revise letters, memos, emails, and reports suitable for a variety of business situations, including quantitative (e.g., accounting and finance) and business legal contexts;
F. Plan and deliver individual or team oral presentations for business meetings;
G. Construct communications in an internationalization and globalization context;
H. Identify basic logical fallacy in an oral or written context;
I. Select a proper delivery format, face-to-face, electronic (e.g., email, virtual meeting) and identify strengths of each modality;
J. Examine uses of social media and related Internet writing contexts;
K. Adjust composition, prose, and rhetorical language use for optimal clarity;
L. Practice social etiquette and "net-etiquette" applicable in a business environment;
M. Discern and appreciate the difference between primary and secondary sources;
N. Describe the importance of original work, the role of proper citations and references, and the ability to avoid plagiarism of either a deliberate or inadvertent nature.

Course Content:

1. Theory of written and oral communications
    1. Word choice
    2. Tone Style
    3. Audience
    4. Cultural considerations
    5. Attitude
    6. Psychology
    7. Nonverbal communication
2. Planning and organizing the writing of business messages
    1. Three-step process for planning and composing effective business messages
    2. Vocabulary level of business messages
    3. Ethical content
    4. Legality of business messages
    5. Inductive and deductive processes
    6. Supporting your logic and decision in writing
3. Communication Technologies and Techniques
    1. Trends and issues
        1. Business use of social media
        2. Web meetings/virtual meeting
        3. Security/privacy
        4. Business etiquette/net-etiquette
    2. Internet and the World Wide Web
    3. Using technology to communication effectively
        1. Word processing
        2. Presentation graphics
4. Business documents, including letters and memos
    1. Informative and positive messages
    2. Negative messages

3. Persuasive message
4. Sales and fund-raising letters
5. Recommendation letters
6. Social media messages used in business
7. Job application-resume, interviews, follow-up letters, job offer

5. Business reports
    1. Everyday business reports (proposals, progress, annual)
    2. Report sections, e.g., table of contents, executive summaries, visuals, recommendations, conclusions
    3. Plan, define purpose/need, report organization and production
    4. Standard business formats for reports and selections of appropriate software e.g., word processing, desktop publishing, web content
6. Business Presentations
    1. Planning/organizing
    2. Audience
    3. Content and delivery
    4. Software options
    5. Virtual meeting etiquette and participation
7. Business teams
    1. Communication
    2. Leadership
    3. Use of cloud based collaboration tools such as Slack, Trello, or other platforms to facilitate team activity and communication
    4. Group dynamics
        1. Decision-making
        2. Reaching consensus
8. Business research
    1. MLA and APA Style
    2. Primary/secondary sources
    3. Traditional and electronic references

Methods of Instruction:

1. Discussion -
2. Demonstration -
3. Lecture -
4. Student Presentations -
5. Collaborative group work

Typical Assignments

A. Other:
    1. Write and send an informational e-mail message to employees informing them of an upcoming retreat.
    2. Write a negative news memo to employees announcing a reduction in benefits.

3. Write a persuasive sales letter selling your services to a potential client.
4. Deliver an effective oral presentation.
5. Propose, research, and deliver a research project in written and oral form.
6. Take part in an online virtual meeting.
7. Prepare a traditional résumé.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Comprehensive written final exam
B. Quizzes
    1. Minimum of 4
C. Research Projects
    1. One capstone project
D. Papers
    1. Written work due about half of the weeks of the term
E. Oral Presentation
    1. Two formal presentations, plus additional asynchronous discussions in video format
F. Group Projects
    1. Minimum of 1
G. Class Participation
    1. Weekly discussion prompts, some requiring written response, some requiring recorded video response, plus required response to other student contributions

Student Learning Outcomes

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

A. Upon completion of CS 43, students will be able to analyze a business situation and select an appropriate approach to respond to it; use principles of routine and informative writing to create an appropriate response; apply standard business English including grammar, punctuation, and mechanics.
B. Upon completion of CS 43, students will be able to demonstrate clear, compelling, analytical, and concise writing.

Textbooks (Typical):

Textbook:

1. Courtland Bovee, John Thill *Business Communications Today.* 15th ed., Pearson, 2021.
2. John Thill *Excellence in Business Communication.* 12th ed., Pearson, 2017.
3. Mary Ellen Guffey, Dana Loewy *Essentials of Business Communication.* 10th ed., Cengage Learning, 2016.
4. Peter Cardon *Business Communications: Developing Leaders for a Networked World.* 4th ed., McGraw Hill Education, 2021.

Other Materials Required of Students

Other Materials Required of Students:

1. Access to word processing.

2. Presentation software.
3. Access to the Internet.
4. Use of a camera on phone, computer, or other device to record presentation and discussion content.

LAS POSITAS COLLEGE

Course Outline for English 4
Critical Thinking and Writing about Literature
Effective: Fall 2025

Catalog Description:

ENG 4 - Critical Thinking and Writing about Literature
3.00 Units

Develops critical thinking, reading, and writing skills as they apply to the analysis of fiction, poetry and drama; literary criticism; and related non-fiction from diverse cultural sources and perspectives. Emphasis on the techniques and principles of effective written argument as they apply to literature. Some research required.

Prerequisite: with a minimum grade of C

Course Grading: Letter Grade Only

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Demonstrate critical thinking skills in class discussion and written essays:
   1. Demonstrate an understanding of the relationship between language and meaning in literature, including literal and figurative language, denotation and connotation.
   2. Evaluate and analyze the relationship between a text's meaning and the use of sophisticated literary forms and strategies, including allegory and parable.
   3. Identify unstated premises and hidden assumptions which arise from the social, historical, moral, cultural, psychological, or aesthetic perspectives and contexts.

4. Explain, analyze, and apply a literary argument and related critical evaluation using logical patterns of reasoning, such as induction and deduction.
5. Identify logical and literary fallacies in fiction--in themes, plots, or the perspectives of fictional characters--and/or in student and published literary analysis, fallacies such as hasty generalization, ad hominem, slippery slope, and appeals to authority, fear, pity, aesthetics, or pathos.
6. Identify and evaluate the similarities and differences between the intentions, biases, assumptions, and arguments of an author and his/her character(s)
7. Distinguish between fact, inference, and judgment, recognizing that many reasonable inferences can be derived from the same facts
8. Create, explain, and justify inferences about a work, the intention of the author, or the effect of the text based on the theme, setting, characterization, point of view, symbolism, imagery, use of irony, structure, sound, and other elements of literature
9. Evaluate arguments in literary criticism and related nonfiction in terms of accuracy, completeness, and effectiveness

B. Demonstrate composition skills:
1. Explore a line of inquiry and limit the topic appropriately
2. Establish and state clearly a unifying thesis or proposition
3. Select examples, details, and other evidence to support or validate the thesis and other generalizations and elaborate upon subtopics.
4. Use principles of inductive and deductive logic to support and develop ideas
5. Avoid logical fallacies in the presentation of argument
6. Organize an essay logically, in a sequence that contributes to clarity, using strong transitions between stages of thought and paragraphs.
7. Create coherence in paragraphs and in the overall focus of the essay
8. Format all major essays according to MLA guidelines.
9. Demonstrate ability to use language, style, and voice to write clear, engaging prose with an authentic voice. a. Assess the rhetorical situation and audience needs; b. Deconstruct dichotomy between academic and personal writing and discuss features of each from a linguistic justice perspective; c. Assess the best use of language, style, and voice for a variety of writing assignments and rhetorical contexts; d. Use edited American English, Englishes informed by one's positionality, and code-meshed Englishes.

C. Use appropriate research techniques to produce an acceptable research paper
1. Demonstrate facility with library resources for literary research, including print, database, and Internet sources
2. Identify and evaluate sources
3. Formulate a refined research question
4. Efficiently gather and record research
5. Compose and integrate summary, paraphrasing, and direct quotation using proper in-text and Works Cited MLA citation

Course Content:

1. Instruction focused on critical thinking, reading, and writing:

1. Stressing the connection between thinking, reading, and writing, and the importance of using each as a reinforcement for the other;
2. Reflecting the diversity in subject matter, cultural perspective and gender perspective, national or geographic background, time period, structure and theme;
3. Distinguishing between fact and inference;
4. Developing logical inferences;
5. Recognizing denotative and connotative language;
6. Evaluating diction;
7. Exploring rhetorical uses of elements of literature;
8. Responding to aesthetics and style;
9. Reading for ambiguities in text and for author choices;
10. Discovering fallacies in author's writing, including appeals to authority, fear, and pity;
11. Constructing sound arguments;
12. Avoiding fallacies in one's own writing;
13. Supplying sufficient support for claims;
14. Using outside sources;
15. Refuting objections;
16. Writing with grace and style.

2. Instruction focused on revision of written arguments:
    1. To improve effectiveness of argument;
    2. To demonstrate progressive improvement and refinement of writing style, structure, coherence, and emphasis;
3. Reading of two full-length works: Novel and either short story collection, poetry collection, play, or graphic novel.
4. Instruction focused on elements of literary analysis:
    1. For fiction and drama: characterization, plot, conflict, setting, tone, point of view, theme, word choice; figurative language, symbol, irony, historical/social/philosophical context;
    2. For poetry: word choice, imagery, figurative language, rhythm and meter, structure, symbol, sound devices, irony, historical/social/philosophical context.

Methods of Instruction:

1. Lecture
2. Discussion
3. Audio-visual Activity - Multi-media materials, oral presentations
4. Class presentations and responses
5. Group work and collaborative learning may include brainstorming, enactment, problem solving, role playing, advocacy, peer evaluation, reading strategies, annotated bibliography, oral presentation.
6. Coverage of short fiction, novel, drama, and poetry required. Reading two full-length works in addition to five shorter works required. One of two full-length works must be novel; the other might be graphic novel, short story collection, play, or poetry collection.
7. Instructor conferences
8. Writing assignments will include in-class writing; informal writing, including essay drafts; summary/response writing; pre reading and prewriting; multiple essays (essays must total at least 5,000 words of “final draft” writing); at least one research paper that posits a logically supported argument

and is based on a synthesis and analysis of a variety of primary and secondary sources. Annotated bibliography may be assigned in addition to research paper but may not replace it.

9. Peer responses to multiple drafts

Typical Assignments

A. Other:
    1. Reading
        1. Read part 6 of *Man's Fate*, by Andre Malraux, and annotate strong, hard, and weak lines for a discussion about the difference between the satisfaction attained by Kyo and Katov at their deaths.
        2. Read Kate Chopin's "The Story of an Hour" and annotate strong, hard, and weak lines for a discussion about how the assumptions of those informing Mrs. Mallard of her husband's death contrast with her actual reaction. Did your assumptions initially match theirs, and were you later surprised to realize that she actually welcomed the news? How does Kate Chopin use Mrs. Mallard's reaction to craft an argument about the circumscribed lives that 19th century women so often led?
    2. Writing:
        1. Read "Battle Royal," by Ralph Ellison. In his dying speech, the narrator's grandfather called himself a traitor and a spy in the enemy's territory. Ellison's narrator comments, "I could never be sure of what he meant." In a six-page essay, use historical criticism (drawing on DuBois's "Of Mr. Booker T. Washington and Others" and/or Booker T. Washington's "Atlanta Exposition Address") to interpret the grandfather's dying words and speculate on how Ellison used them to make an argument about how blacks should navigate white racism in their quest to lead fulfilling lives. As you discuss the story in support of your thesis, do not forget to bring in elements of fiction like plot, character, theme, and diction in support of your main points.
        2. We have discussed the theme of materialism in this class. As preparation for writing your next essay, read William Wordsworth's "The World Is Too Much with Us" and examine a significant claim in the piece, the evidence offered in support of the claim, and the rhetorical appeals (ethos, logos, pathos) used to move the reader towards acceptance of the claim. Lastly, reflect on how you might defend, refute, and/or qualify each writer's claim. Repeat this exercise for Gary Snyder's poem "After Work." Finally, write a 3-5 page compare/contrast essay in which you discuss how each writer approaches this topic.
        3. We have discussed the "Edited American English" construct, developing your own writer's voice and the purpose of prologues in writing. You read "They Say if You Talk Pidgin, You No Can," by Native Hawaiian writer, Lee Tonouchi. Imagine that you are Tonouchi who believes that his dialect is just as effective, powerful, and scholarly as "Edited American English" preparing to present your work for an audience who may still expect you to write in "Standard English." Write a prologue that explains your rhetorical choices.
    3. Research:
        1. Write a six-to-eight page essay that investigates and compares real-life parallels to a single issue from George Orwell's novel *1984*, such as surveillance, privacy, groupthink,

Doublespeak, media manipulation, social and political repression, stultification of the masses, global politics, war, language manipulation, or torture. Using the databases through the LPC Library website, research contemporary parallels to one of these themes in the novel. Your paper should compare issues and specific events in the novel to real life issues and events. Incorporate a minimum of six quotes and three paraphrases from the novel and summaries and six quotes from your research. Your thesis should argue if, why, and or how Orwell's novel is still relevant regarding your chosen theme.

2. For the research essay, you will be researching an aspect common in dystopian literature (class, gender roles, sexism, race/racism, relationships/love, sex/sexuality, children, family, language, mood altering substances, technology, totalitarian power, collectivism, human nature, religion, propaganda, brain washing, female rebels, or some other aspect common to dystopian literature not named here) and exploring how the aspect tends to function in multiple dystopian texts. You will be drawing at least two-three dystopian texts, literary criticism, and other academic ideas, theories, or research related to your topic.

Methods of Evaluating Student Progress

A. Informal writing assignments might include summaries, prewriting, book reviews, in-class essays, or informal annotated bibliographies. Informal writing exercises like these may not count towards the 5,000 required words of final draft writing. Daily Reading responses, class discussion, and quizzes or exams to demonstrate comprehension and analysis of reading materials. Daily Essays and research paper graded A-F, according to performance, 3-4 per semester. Evaluation of students' achievement of the course objectives will be based on both critical thinking and writing skills, specifically the following: clarity and effectiveness of writing and the degree to which it successfully incorporates principles of composition and of logical reasoning taught in the course; clarity of understanding of assigned literature and other readings and the degree to which students are successful in using logical reasoning principles and sound exemplification to support an argument about the works considered; the degree to which students go beyond critical reasoning or straightforward literary criticism to assess the arguments of authors and literary critics.

Student Learning Outcomes

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

A. Upon completion of English 4, the student will be able to identify and evaluate implied arguments in college-level literary texts.
B. Upon completion of English 4, the student will be able to assess the best use of language, style, and voice for a variety of writing assignments and rhetorical contexts.
C. Upon completion of English 4, the student will be able to write a research paper using credible sources and correct documentation.
D. Upon completion of English 4, the student will be able to write an academic essay synthesizing multiple texts and using logic to support a thesis.

Textbooks (Typical):

Textbook:

1. XJ. Kennedy, Dana Gioia, Dan Stone *Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. 16th ed., Pearson, 2020.
2. Diana Hacker, Nancy Sommers *A Writer's Reference*. 10th ed., Bedford/St. Martin's, 2020.
3. Missy James, Alan P. Merickel *Reading Literature and Writing Argument*. 7th ed., Longman, 2021.
4. Leslie Silko *Ceremony.*, Penguin Classics, 2006.
5. Kurt Vonnegut *Slaughterhouse-Five.*, Dell, 1991.
6. Lorraine Hansberry *Raisin in the Sun.*, Mass Market, 2004.
7. Azar Nafisi *Reading Lolita in Tehran: A Memoir in Books.*, Random House, 2003.
8. Khaled Hosseini *And the Mountains Echoed.*, Riverhead Books, 2013.
9. Melanie Benjamin *The Aviator's Wife: A Novel.*, Bantam, 2013.
10. Adam Johnson *The Orphan Master's Son.*, Random House, 2012.
11. Chinua Achebe *Things Fall Apart*. Norton Critical ed., Norton, 2009.
12. Margaret Atwood *Handmaid's Tale.*, Anchor, 1998.
13. Ana Castillo *The Mixquiahuala Letters.*, Bilingual Review, 1992.
14. Bruce Norris *Clybourne Park: A Play.*, Faber & Faber, 2011.
15. Cormac McCarthy *The Road.*, Vintage, 2007.

LAS POSITAS COLLEGE

Course Outline for English 13A
The Craft of Writing Poetry: Beginning
Effective: Fall 2025

Catalog Description:

ENG 13A - The Craft of Writing Poetry: Beginning
3.00 Units

Practice in writing poetry, using materials drawn from published poetry and individual's own work for analysis and criticism, with a focus on techniques of revision.

Recommended Course Preparation: ENG 11 with a minimum grade of C, or ENGL C1000 with a minimum grade of C

Course Grading: Optional

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Recognize the range of structural choices available to the poet in both traditional and modern forms
B. Describe and identify the use of image, metaphor and symbol, use of sound, and a variety of fixed forms
C. Practice in writing standard techniques of critical revision as an essential part of the creative process.
D. Practice the methods and protocol of written and verbal critique for creative writing.
E. Identify the elements of skilled oral presentation of poetry, such as posture, volume, pacing, eye contact and enunciation

Course Content:

1. Read and discuss selected works of poetry, covering the range of statement possible in poetic forms;
2. Write poetic work through controlled assignments to enable the student to attempt specific elements and techniques;
3. Develop the vocabulary of criticism necessary to the evaluation of one's own work;
4. Discuss and develop methods for verbal and written critique;
5. Study and practice of the elements of oral presentation of poetry, for example tone, diction, and pacing;
6. Attend oral presentations of professional poets at local readings and/or listen to audio and video recordings

Methods of Instruction:

1. Discussion
2. Lecture
3. Critique - Oral analysis and critique of student writing
4. Written Exercises - In-class writing assignments
5. Guest Lecturers
6. Field Trips
7. Written Exercises - Written analysis of student writing
8. Oral presentation of student writing
9. Multi-media presentations

Typical Assignments

A. Other:
    1. Reading and analysis
        1. Outline the requirements and variations of the sonnet form and discuss the ways in which Shakespeare's "Sonnet 118" relates content to form.
        2. Describe the images used in Sylvia Plath's "Lady Lazarus" and provide interpretations for the symbolism, supported by the language, sound, and tone of Plath's writing.
    2. Writing
        1. Take notice of two elements of Frost's "Nothing Gold Can Stay": sound, structure, rhythm, image, or meaning. Then write a poem of your own that echoes and "talks back to" these two elements.
        2. Considering connection between form and content, write a poem in one of the following fixed forms: sonnet, rondolet, villanelle, sestina, haiku, or tanka; provide a paragraph explaining the ways in which you have attempted to relate the content of your poem to the chosen form.
    3. Presentation
        1. Present published and/or original works of poetry employing skills of intonation, memorization, and body movement to express meaning and mood of written poetry.

Methods of Evaluating Student Progress

A. Class Participation
    1. Regularly/weekly
B. Exams/Tests
    1. 1-3 times per semester
C. Final Class Performance
    1. End of semester
D. Portfolios
    1. Once a semester (final project)
E. Oral Presentation
    1. Weekly (informal) or 1-3 times per semester.
F. Projects
    1. Regularly/weekly
G. Field Trips
    1. 1-3 times per semester
H. Quizzes
    1. 2-5 times per semester
I. Attendance of Public Reading 1 Workshops At the discretion of the instructor

Student Learning Outcomes

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

A. Upon completion of English 13A, the student will be able to write poems in traditional and modern forms, demonstrating proficiency in techniques including image, metaphor, sound, and symbolism to develop ideas and create meaning.

Textbooks (Typical):

Textbook:

1. Chana Bloch *Swimming In The Rain: New and Selected Poems 1980-2015.* 1st ed., Autumn House Press, 2016.
2. Peter Schakel, Jack Ridl *250 Poems, A Portable Anthology* . 3rd ed., Macmillan Publishers, 2014.
3. The League of Canadian Poets *Measures of Astonishment: Poets on Poetry.* 1st ed., University of Regina Press, 2016.
4. David Mason, John Frederick Nims *Western Wind: An Introduction to Poetry.* 5th ed., McGraw-Hill, 2006.

LAS POSITAS COLLEGE

Course Outline for Graphic Design & Digital Media 51
Color Theory
Effective: Fall 2025

Catalog Description:

GDDM 51 - Color Theory
3.00 Units

(See also ARTS 26)

A basic-level course highlighting color as an element for communication and expression in all visual fields. Covers key color systems and their relevance to graphic and other visual arts and creative and technical aspects of color. Students may receive credit for ARTS 26 or GDDM 51, but not both.

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art, or Graphic Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Create aesthetically complete designs and images that demonstrate a working knowledge of:
   1. Color systems and color organization
   2. Principles of color perception - light, vision, and the brain
   3. Value, hue, intensity (chroma), and color temperature
   4. Additive and subtractive color (light and paint)
   5. Relationships between color and composition
   6. Color usage in contemporary art and design

B. Apply color theories as expressed by Itten, Albers, and others, as well as various cultural and idiosyncratic color systems into compositions and be able to use color to convey mood, dimension, and emotion, and implement this knowledge when creating strategies for color use in design projects
C. Make individual aesthetic decisions and judgments related to their own artwork
D. Skillfully use a variety of artistic materials, techniques and tools
E. Independently produce finished color assignments that demonstrate an understanding of color theory and principles in the history of art
F. Comprehend and describe how color is perceived biologically, psychologically, culturally, symbolically and intuitively

Course Content:

Lab:
Various exercises to create a color notebook for reference in future color based project

- Create value scales
- Create monochromatic swatches
- Create tone swatches
- Create mute swatches
- Create compositions demonstrating how values work in a composition to establish space, mood, and light and shadow
- Create compositions demonstrating principle of analogus, triadic, color schemes
- Create compositions demonstrating principle of complementary color schemes
- Create and mix colors based on the color of light and its effects on local color
- Create and mix colors based on the effects of transparent/translucent colors
- Create compostions which subjectively interpret color and to evoke an emotional response
- Use color psychology principles to create color schemes which reflect a memory or event

Lecture:
1. History of color and the development of the color palette.
2. Color systems and color organization.
3. How color is perceived - light, vision, and the brain.
4. Value, hue, intensity (chroma), and color temperature.
5. Colors, palettes and materials.
6. Additive and subtractive color (light and paint).
7. Color and composition.
8. Identifying and understanding color mixtures.
9. Cultural influences on color usage.
10. Color usage in contemporary art and design.
11. Color and Technology
12. Critical evaluation and critique of class projects.
13. Key color systems and models relevant to graphic and other visual arts
    1. Color perception
        1. The eye functions like a movie camera
        2. Rods detect lightness and darkness
        3. Cones detect color sensations.

4. The visible spectrum emits vibrating wavelengths.

2. Additive – color system of white light
    1. Primaries: red, green and blue
    2. Secondaries: cyan, magenta and yellow
    3. Pixel depth
    4. Uses: TV, digital imaging, and photographic processes
3. Subtractive—system of mixing color pigments
    1. Primary hues: red, yellow, blue
    2. Secondary hues: green, purple, orange
    3. Tertiary hues: Fall between primary and secondary
4. Analogous hues: found adjacent on the color wheel

14. The Language of color/terminology
    1. Hue (color)
    2. Saturation (color purity)
    3. Chroma (quantity of a color present in a pigment)
    4. Value (light and dark)
    5. Tint (addition of white)
    6. Shade (addition of black)
    7. Tone (gray value)
    8. Monochrome (single hue with tints, shades or tones)
15. Color theory and application
    1. Johannes Itten: Seven color contrasts
        1. Contrast of value, hue, saturation, complements, temperature, extension, simultaneous contrast
    2. Josef Albers: Color interaction
        1. Color creates context for itself.
        2. Color environment affects color perception.
16. Psychology of color: Color as message
    1. associations: emotional, symbolic, cultural
    2. re: gender and age
17. Designer's perspective and process when designing with color
    1. Strategic color choices
        1. Color decisions must support the communication message.
        2. Make each color count.
    2. Creative thinking with color
    3. Color interaction
    4. Reference past and current color trends.
    5. Emerging color consciousness worldwide
    6. Develop palette strategies.
        1. Color triads can be used to build a color scheme
        2. Color triads can be built from 2 related colors and a complement
        3. Establish a color hierarchy
18. Technical aspects of specifying color; choosing, creating and defining color from a printed fan and directly from design software applications
    1. Spot color (solid and process)

    2. Solid PMS color
    3. Process color (CMYK)
    4. Web color (RGB)
    5. Tips and tricks of correct color usage in software applications
19. Color spaces and color management issues for web and screen
    1. Vector vs. bitmap color and how it appears in a variety of media
    2. Web safe palette
    3. Translating RGB to CMYK
    4. Cross-platform
    5. Calibrations: monitor, scanner, camera

Methods of Instruction:

1. Lecture - instructor will provide lecture on topic
2. Demonstration - Instructor will demonstrate exercises and projects for student
3. Lab - students will work on exercises as listed in lab contents
4. Discussion - discussion based on the topic, such as value, hue, saturation, color harmonies, color psychology, mixing of colors, effect of light and shadow
5. Projects - students will have projects based on individual topics
6. Research - students may be asked to do research on paintings/designs in history that demonstrate specific color theory topics
7. Computer lab time with direct instructor and cooperative peer support
8. Student critique sessions
9. Peer-to-peer presentation and discussion of technology techniques
10. Viewing examples of student and professional work

Typical Assignments

A. Project:
Create a design using a split complementary color scheme with either traditional or digital tools. Students can either paint or use color aid packets to create a design using the split compentary color sceme as well as taking into account how value affects the perception of color in the composition.

B. Project:
Create a mute scale: Using various methods as instructed (traditional or digital tools), create a mute scale using complementary colors to crate various muted colors and chromatic grays

C. Project:
Create a tone scale: Using various methods as instructed (traditional or digital tools) create a tone scale from a fully chromatic color to gray

D. Project:
Create a monochromatic scale: Using various methods as instructed (traditional or digital tools), create a 9 step monochromatic scale of the primary colors from light to dark

E. Project:

Create a value scale: Using different methods as instructed (finding samples, using paint, digital tools) create a 9 step value scale from light to dark

Methods of Evaluating Student Progress

A. Class Work
    1. weekly
B. Lab Activities
    1. weekly
C. Portfolios
    1. cumulative body of work due by end of semester
D. Projects
    1. one mid term and final project
E. Class Participation
    1. daily
F. Written and oral critiques after every assignment

Student Learning Outcomes

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

A. Describe the different interactions of color and how it affects color perception and to be able to revise/adjust color combinations to achieve color harmony.
B. Explain the difference between additive and subtractive color models and identify the appropriate instances to use each color model.
C. Make compositional decisions using color as the main design element by selecting colors appropriate to a project's design and communication goals.
D. Recognize traditional color schemes and color relationships when looking at color combinations.

Textbooks (Typical):

Textbook:

1. David Coles *Chromatopia: An Illustrated History of Color.*, Thames & Hudson, 2021.
2. Josef Albers, Nicholas Fox Weber *Interaction of Color: 50th Anniversary Edition.* 3rd ed., Yale University Press, 2013.
3. Fritz Horstman *Interacting with Color: A practical guide to Josef Albers's Color Experiments.*, Yale University Press, 2024.
4. Johannes Itten *The Elements of Color.* 1st ed., John Wiley & Sons, 1970.
5. Pamela Fraser *How Color Works: Color Theory in the Twenty-First Century.* 1st ed., Oxford University Press, 2018.
6. Kelly Grovier *The Art of Color: The History of Color in 39 Pigments.*, Yale University Press, 2023.
7. David Scott Kastan, Stephen Farthing *On Color.* 1st ed., Yale University Press, 2018.

LAS POSITAS COLLEGE

Course Outline for Music 8A
Music Theory and Musicianship 1
Effective: Fall 2025

Catalog Description:

MUS 8A - Music Theory and Musicianship 1
4.00 Units

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.

Recommended Course Preparation: MUS 6 with a minimum grade of C.

Course Grading: Optional

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

Discipline:

Music

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Write and identify all major and minor scales and key signatures
B. Transpose a given melody to any specified key
C. Construct any interval up to an octave above and below a given note
D. Write compositions in 4-part harmony using primary and secondary triads and 7th chords

E. Identify cadence types, including perfect authentic, imperfect authentic, half plagal, and deceptive cadences
F. Identify simple and compound meters
G. Conduct harmonic analysis of diatonic chord progressions
H. Visually identify all intervals up to an octave
I. Write and identify any triad in root position and inversions
J. Demonstrate the ability to hear music with understanding and recognize patterns and musical functions by taking dictation and other ear training exercises.
K. Demonstrate the ability to "audiate" a musical score by performing rhythms with divided beats in a variety of meter signatures and tempos and sight singing melodies featuring leaps within the primary triads.

Course Content:

Lab:

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

Lecture:

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

Methods of Instruction:

1. Written Exercises - Writing 4-part harmonic compositions
2. Lecture - Daily lectures on theory topics.
3. Lab - Daily aural skills training
4. Classroom Activity - Analyze music from a variety of cultures and genres
5. Practice and experience in sight singing and ear training

Typical Assignments

A. Project:
Analyze harmonic, melodic, and rhythmic patterns in a given piece of music.

B. Writing:
Synthesize melody, rhythm and harmony in writing your own compositions

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 2
B. Quizzes
    1. weekly
C. Research Projects
    1. 2
D. Oral Presentation
    1. 2
E. Class Participation
    1. daily
F. Class Work
    1. daily
G. Home Work
    1. daily
H. Class Performance
    1. monthly
I. Final Performance
    1. 1

Student Learning Outcomes

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

A. Analyze basic chord progressions using standard Roman Numeral analysis.
B. Hear 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.
C. Transcribe and correctly notate basic rhythms and melodies.

Textbooks (Typical):

Textbook:

1. Carol Krueger *Progressive Sight Singing*. 4th ed., Oxford University Press, 2023.
2. Nancy Rogers *Music for Sight Singing*. 10th ed., Pearson, 2019.
3. Roger Kamien *Music: An Appreciation*. 13th ed., McGraw-Hill , 2022.
4. Bruce Benward and Marilyn Saker *Music in Theory and Practice Volume 1*. 10th ed., McGraw-Hill , 2021.
5. Stefan Kostka *Workbook for Tonal Harmony*. 9th ed., McGraw Hill, 2024.

Other Learning Materials:

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

Other Materials Required of Students

Other Materials Required of Students:

1. Manuscript paper to be supplied by student .

LAS POSITAS COLLEGE

Course Outline for Music 38
Applied Lessons
Effective: Fall 2025

Catalog Description:

MUS 38 - Applied Lessons
1.00 Units

Individualized study of the appropriate techniques and repertoire for the specific instrument, voice, or composition being studied. The emphasis is on the progressive development of skills needed for solo performance or composition. Achievement is evaluated through a juried performance. Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium.

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., **Corequisite:** Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48).

Course Grading: Letter Grade Only

Lab Hours	54
Inside of Class Hours	54

Discipline:

Music

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

A. Define and demonstrate basic musical symbols and terminology
B. Gain increased proficiency on the instrument of choice, voice, or composition
C. Present a recital consisting of repertoire learned from memory, or a portfolio of original compositions
D. Demonstrate advanced techniques resulting in improved tone quality and interpretation
E. Perform several scales (major, minor, chromatic, etc.) in a proficient manner

F. Develop an understanding and appreciation of the literature performed
G. Perform in a jury

Course Content:

1. Perform assigned musical repertoire composed by diverse composers with good dynamics, tempo, and technique
2. Implement effective practice approaches
3. Tone quality and interpretation
4. Scales
    1. Major
    2. Minor
    3. Blues
    4. Chromatic
5. Understand cultural and historical context of the literature performed or composed
6. Prepare weekly for an end-of-semester jury or recital.
7. Composers will develop a personal compositional style with a solid technical foundation, and add original works to a portfolio of 4-5 pieces.

Methods of Instruction:

1. Discussion - Weekly discussion will occur about practice and compositional approaches, and how to refine musicianship
2. Directed Study - Faculty will assign repertoire from a diverse array of composers to be practice and performed
3. Individualized Instruction - One-on-one lessons will occur weekly
4. Demonstration - Faculty will demonstrate proper technique on instrument, voice, or composition
5. Projects - Composition students will be work on one major original piece each semester
6. Critique - Faculty will offer feedback in lessons, juries, recitals, and forums about student performance or composition

Typical Assignments

A. Other:
    1. Practice and perform major and minor scales in all 12 keys at an appropriate tempo with good technique
B. Project:
    1. Compose a 3-5 minute string quartet using industry standard notation software and appropriate symbols such as dynamics, tempo markings, and expressive techniques
    2. Prepare for a recital or jury performance by practicing daily with weekly one-on-one lessons. Diverse repertoire is appropriate, by composers from a wide variety of cultural backgrounds

Methods of Evaluating Student Progress

A. Portfolios
    1. For composition students, 1-2 Portfolio projects per semester

B. Projects
    1. 2-3 musical pieces of repertoire by composers of diverse backgrounds per semester
C. Final Public Performance
    1. Once a semester as a jury or recital
D. Quizzes
    1. Monthly
E. Class Performance
    1. Monthly jury performances for peers and faculty
F. Individual Practice - Daily Sight-reading various pieces in a variety of styles - Instructor's discretion Periodic review of assigned musical selections - Instructor's discretion Progress testing of assigned technical studies - Instructor's discretion Periodic recital performance - Instructor's discretion End of the semester jury - One

Student Learning Outcomes

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

A. Successfully demonstrate the Applied Lessons Requirements (organize by semester of study) as outlined by the music department faculty.
B. Complete successful music performances and final jury or recital demonstrating overall improvements and advancement in individual study.
C. Complete the required number of lessons, on-campus practice hours, musical exercises, and repertoire as assigned by the instructor.

Textbooks (Typical):

Textbook:

1. Charlie Parker *Charlie Parker Omnibook - Volume 1: C Instruments Edition with Online Audio* . 1st ed., Hal Leonard, 2019.
2. Hal Leonard Corp. *28 Italian Songs & Arias of the 17th and 18th Centuries* . 1st ed., G. Schirmer, Inc., 2016.
3. Stephan Beneking *16 Nocturnes-Etudes for One Hand Alone*. 1st ed., CreateSpace Independent Publishing Platform , 2016.
4. Tony Caramia *Fascinatin' Rhythms Six piano etudes in jazz rhythms*. 1st ed., Kjos Music Company, 2016.
5. Hal Leonard Corp. *Chart Hits of 2018-2019: 18 Hot Singles*. 1st ed., Hal Leonard, 2019.
6. Laurence Juber *The Evolution of Fingerstyle Guitar*. 1st ed., Hal Leonard, 2019.

Other Learning Materials:

1. Sheet music by diverse composers.

Other Materials Required of Students

Other Materials Required of Students:

1. Manuscript Paper.

6.2 Course Deactivations

Effective Term: **Fall 2025**

AJ 48 Police Supervisory Leadership
AJ 56 Fundamentals of Crime and Delinquency
AJ 78 Introduction to Probation and Parole
ARTS 4A Introduction to Ceramics
ARTS 4B Intermediate Ceramics
KIN 15 First Aid & Safety
KIN 22A Science of Soccer 1
KIN 26 Coaching Youth Soccer
KIN AF2 Aerobic Fitness 2
KIN BX1 Box Aerobics 1
KIN BX2 Box Aerobics 2
KIN BX3 Box Aerobics 3
KIN CT1 Circuit Training 1
KIN CYCL1 Cycling 1
KIN CYCL2 Cycling 2
KIN CYCL3 Cycling 3
KIN FC Fitness Center
KIN FD Fitness Development
KIN FGS1 Footgolf Summer 1
KIN FGS2 Footgolf Summer 2
KIN FGS3 Footgolf Summer 3
KIN FL1 Flag Football 1
KIN FL2 Flag Football 2
KIN FL3 Flag Football 3
KIN FL4 Flag Football 4
KIN FNE1 Fencing - Epee 1
KIN FNE2 Fencing - Epee 2
KIN FNF1 Fencing - Foil 1
KIN FNF2 Fencing - Foil 2
KIN LG Lifeguarding

KIN OM1 Optimal Movement 1
KIN SD1 Salsa Dance Aerobics 1
KIN TK1 Tae Kwon Do 1
KIN TK2 Tae Kwon Do 2
KIN TK3 Tae Kwon Do 3
KIN UF1 Ultimate Frisbee 1
KIN UF2 Ultimate Frisbee 2
KIN UF3 Ultimate Frisbee 3
KIN UF4 Ultimate Frisbee 4
KIN WP1 Water Polo 1
KIN WP2 Water Polo 2
KIN WP3 Water Polo 3
MUS 26 Methods/Materials/Piano Teachers
MUS 47 College Productions-Music
NAUT ASCL Automotive Summer Camp Hands On
NAUT ASMC Automotive Summer Camp
NHRT 201 Fundamentals of Horticulture
NHRT 202 Landscape and Garden Maintenance
NHRT 203 Nursery and Garden Center Practices
NHRT 204 Landscape and Garden Planning
NMAT 207 Pre-Algebra
NMAT 210 Elementary Algebra
NMAT 260A Math Jam Introduction to Tutoring
NMAT 260B Math Jam for Tutors
PCN 25 Transition to College
RELS 2 Bible: History and Literature
RELS 11 Introduction to Islam

6.3 New Programs

Narrative and Program Map – Effective Term: **Fall 2025**

Lesbian, Gay, Bisexual, Transgender, and Queer Studies, CA

Program Narrative

LAS POSITAS COLLEGE

New Program: Lesbian, Gay, Bisexual, Transgender, and Queer Studies - Certificate of Achievement (8 to fewer than 16 units)

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1. Statement of Program Goals and Objectives

This local program is for individuals interested in understanding more about gender and sexual minorities. This certificate will enhance their education by demonstrating knowledge about sexuality, gender, and queer communities by combining study of social sciences and humanities.

2. Catalog Description

The Lesbian, Gay, Bisexual, Transgender, and Queer Studies Certificate of Achievement is designed for students that are looking to expand their knowledge of sexual and gender minorities. Completion of the certificate will enhance career opportunities by demonstrating knowledge about sexuality, gender, and queer communities by combining study of social sciences and humanities. This certificate could be combined with a variety of majors in arts, humanities, social science, education, and many other areas of study.

3. Program Requirements

Course	Title	Units	Term

Required Core: (3 Units)

LGBT 1	Introduction to LGBTQ Studies	1st	3.0

List A: Select One (3 Units)

ETHS 1	Introduction to Ethnic Studies	1st	3.0
ETHS 5	Psychology of Race and Identity	1st	3.0
ETHS 6	Introduction to Race and Ethnicity	1st	3.0
PSYC 21	Psychology of Race and Identity	1st	3.0
SOC 3	Introduction to Race and Ethnicity	1st	3.0

List B: Select One (3 Units)

ENG 32	U.S. Women's Literature	1st	3.0
HEA 3	Women's Health	1st	3.0
HIST 32	U.S. Women's History	1st	3.0
PHIL 5	Feminist Philosophy	1st	3.0
PSYC 13	Psychology of Women	1st	3.0
SOC 11	Sociology of Gender	1st	3.0
WMST 1	Introduction to Women’s Studies	1st	3.0
WMST 2	Global Perspective of Women	1st	3.0

List C: Select Two (6 units)

Any course from List A or List B not already used.		2nd	3.0
ANTR 3	Cultural Anthropology	2nd	3.0
GS 1	Introduction to Global Studies	2nd	3.0
GS 2	Political, Economic, and Cultural Globalization	2nd	3.0
HEA 11	Health and Social Justice	2nd	3.0

			3.0
HUMN 4	Global Cinemas	2nd	
	Lesbian, Gay, Bisexual, Transgender, and Queer		3.0
LGBT 2	Psychology	2nd	

Total: 15.0

4. Master Planning

The LGBTQ+ Studies program and the components of it support the values of Las Positas College. The workplace and society are rapidly changing when it comes to LGBTQ+ people. Students are likely to interact with LGBTQ+ people on a regular basis at work and in the community. This matches one of the LPC values: "Responding to the needs of the ever-changing workplace and society". The certificate teaches students about the various groups within the LGBTQ+ umbrella and the role that LGBTQ+ individuals and groups in art, literature, history, sociology, psychology, and many other areas. This meets another value: "Promoting ethical behavior, mutual trust, equity, and respect within our diverse community".

5. Enrollment and Completer Projections

We anticipate to attract 50 students a year and have about 5 completers each year.

6. Place of Program in Curriculum/Similar Programs

The certificate will be part of the LGBTQ+ Studies program and work alongside the Social Justice Studies: LGBTQ+ Studies AA-T degree.

7. Similar Programs at Other Colleges in Service Area

This program s similar to a program at Napa Valley College and similar to the Social Justice Studies: LGBTQ Studies AA-T major requirements which is offered by us, CC San Francisco, Monterey Bay CC, Los Medanos College, and Napa Valley College.

Program Pathway

LAS POSITAS COLLEGE

New Program: Lesbian, Gay, Bisexual, Transgender, and Queer Studies - Certificate of Achievement (8 to fewer than 16 units)

The Lesbian, Gay, Bisexual, Transgender, and Queer Studies Certificate of Achievement is designed for students that are looking to expand their knowledge of sexual and gender minorities. Completion of the certificate will enhance career opportunities by demonstrating knowledge about sexuality, gender, and queer communities by combining study of social sciences and humanities. This certificate could be combined with a variety of majors in arts, humanities, social science, education, and many other areas of study.

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:** 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
LGBT 1	Introduction to LGBTQ Studies	3.0	Major/Required	
List A Course		3.0	Major/Required	
List B Course		3.0	Major/Required	

Term 2 - Spring Semester **Units:** 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List C Courses		6.0	Major/Required	

Total: 15.0

6.4 Program Modifications

Narrative and Program Map – Effective Term: **Fall 2025**

Administration of Justice, AA
Enology, AS
Enology, CA
Viticulture, AS
Viticulture, CA
Wine Hospitality, CA

Program Narrative

LAS POSITAS COLLEGE

Technical Program Revision: Administration of Justice - Associate of Arts Degree

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1. 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.

2. 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.

3. 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 59	Child Abuse in the Community	2nd	3.0
AJ 64	Patrol Procedures	2nd	3.0
AJ 66	Juvenile Procedures	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
SOC 3	Introduction to Race and Ethnicity	4th	3.0
OR			
ETHS 6	Introduction to Race and Ethnicity	4th	3.0

			3.0
SOC 6	Social Problems	4th	

Total Units for the Major 24.0

Additional General Education and Elective Units 36.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. 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.)

5. 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."

6. Enrollment and Completer Projections

About 5 per academic year.

7. Place of Program in Curriculum/Similar Programs

This program will continue to be housed in the Administration of Justice discipline.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Program Pathway

LAS POSITAS COLLEGE

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

Program Narrative

LAS POSITAS COLLEGE

Technical Program Revision: Administration of Justice - Associate of Arts Degree

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1. 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.

2. 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.

3. 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 59	Child Abuse in the Community	2nd	3.0
AJ 64	Patrol Procedures	2nd	3.0
AJ 66	Juvenile Procedures	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
SOC 3	Introduction to Race and Ethnicity	4th	3.0
OR			
ETHS 6	Introduction to Race and Ethnicity	4th	3.0

			3.0
SOC 6	Social Problems	4th	

Total Units for the Major 24.0

Additional General Education and Elective Units 36.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. 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.)

5. 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."

6. Enrollment and Completer Projections

About 5 per academic year.

7. Place of Program in Curriculum/Similar Programs

This program will continue to be housed in the Administration of Justice discipline.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Program Pathway

LAS POSITAS COLLEGE

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

Program Narrative

LAS POSITAS COLLEGE

Technical Program Revision: Enology - Certificate of Achievement (16 to fewer than 30 units)

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1. Statement of Program Goals and Objectives

The Certificate of Achievement in Enology prepares students for entry-level employment in the field of Enology, or wine-making.

2. Catalog Description

The Certificate of Achievement in Enology prepares students for entry-level employment in the field of Enology, or wine-making. The Certificate consists of core courses in wine-making and science, and focuses on the production of quality wines. Students will gain both theoretical knowledge as well as hands-on experience on state-of-the-art winery equipment.

3. Program Requirements

Course	Title	Units	Term

Required Core: (23 units)

VWT 10	Introduction to Viticulture	1st	3.0
VWT 20	Introduction to Enology	1st	3.0
VWT 21	Applied Enology	3rd	3.0
VWT 23	Fundamentals of Wine Science	4th	3.0
VWT 25	Sensory Analysis of Wines	3rd	3.0
VWT 41	Fall Winery Operations	1st	3.0
VWT 42	Spring Winery Operations	2nd	3.0
WRKX 94	Occupational Work Experience/Internship	4th	2.0

List A: Select One (3 units)

VWT 1	Wines of the Americas and Beyond	2nd	3.0
VWT 2	Wines of Europe	2nd	3.0
VWT 47	Wines of California	2nd	3.0

Total: 26.0

4. Career Opportunities

There are more than 4,700 bonded wineries in California. From established wineries to new ventures, well-trained winery personnel are needed in many positions. Career opportunities related to enology include: wine maker, assistant wine maker, wine analysis lab technician, oenologist, winery supervisor, quality control, production manager, tasting room director, wine sales, wine service, wine hospitality, grape/juice buyer, equipment supplier, wine label design and packaging.

5. Master Planning

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

6. Enrollment and Completer Projections

Average enrollment with 5 or so graduates per academic year.

7. Place of Program in Curriculum/Similar Programs

This program will stay in the Viticulture/Enology department as a part of those programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Program Pathway

LAS POSITAS COLLEGE

Technical Program Revision: Enology - Certificate of Achievement (16 to fewer than 30 units)

The Certificate of Achievement in Enology prepares students for entry-level employment in the field of Enology, or wine-making. The Certificate consists of core courses in wine-making and science, and focuses on the production of quality wines. Students will gain both theoretical knowledge as well as hands-on experience on state-of-the-art winery equipment.

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:** 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 10	Introduction to Viticulture	3.0	Major/Required	
VWT 20	Introduction to Enology	3.0	Major/Required	
VWT 41	Fall Winery Operations	3.0	Major/Required	

Term 2 - Spring Semester **Units:** 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
VWT 42	Spring Winery Operations	3.0	Major/Required	

Term 3 - Fall Semester **Units:** 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 21	Applied Enology	3.0	Major/Required	
VWT 25	Sensory Analysis of Wines	3.0	Major/Required	

Term 4 - Spring Semester **Units:** 5.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 23	Fundamentals of Wine Science	3.0	Major/Required	
WRKX 94	Occupational Work Experience/Internship	2.0	Major/Required	

Total: 26.0

Program Narrative

LAS POSITAS COLLEGE

Technical Program Revision: Viticulture - Associate of Science Degree

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1. Statement of Program Goals and Objectives

The Associate of Science in Viticulture degree prepares students for either entry-level employment or further study in the field of Viticulture, or grape-growing.

2. Catalog Description

The Associate of Science in Viticulture degree prepares students for either entry-level employment or further study in the field of Viticulture, or grape-growing. The Viticulture A.S. includes courses in viticulture and winery technology, science, and general education courses. Students will gain both theoretical knowledge as well as hands-on experience in the college's onsite Campus Hill Vineyard.

3. Program Requirements

Course	Title	Units	Term

Required Core: (24 Units)

VWT 10	Introduction to Viticulture	1st	3.0
VWT 12	Landscape and Vineyard Soils, Fertilizers, and Irrigation	2nd	3.0
VWT 20	Introduction to Enology	1st	3.0
VWT 25	Sensory Analysis of Wines	4th	3.0
VWT 31	Fall Vineyard Operations	4th	3.0
VWT 32	Spring Vineyard Operations	5th	3.0
VWT 33	Summer Viticulture Operations	3rd	1.0
VWT 35	Landscape and Vineyard Pest and Disease Management	1st	3.0
WRKX 94	Occupational Work Experience/Internship	5th	2.0

List A: Select One (4 Units)

CHEM 30A	Introductory and Applied Chemistry I	2nd	4.0
CHEM 31	Introduction to College Chemistry	2nd	4.0

List B: Select One (3-5 Units)

BIO 1A	General Botany	4th	5.0
GEOG 1	Introduction to Physical Geography	4th	3.0
GEOG 12	Geography of California	4th	3.0
GEOG 15	Introduction to GIS	4th	3.0

List C: Select One (3 Units)

VWT 1	Wines of the Americas and Beyond	2nd	3.0
VWT 2	Wines of Europe	2nd	3.0
VWT 47	Wines of California	2nd	3.0

Total Units for the Major

	34.0-36.0
Additional General Education and Elective Units	
	24.0-26.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities

California produces 90 percent of the U.S. wine. From established vineyards to new ventures, well-trained wine industry personnel are needed in many positions. Career opportunities related to viticulture include: vineyard manager, vineyard design and development, pest control, irrigation specialist, vineyard crew supervisor, equipment supervisor, quality control, production manager, wine hospitality, grape/juice sales, wine label design and packaging.

5. Master Planning

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

6. Enrollment and Completer Projections

Average enrollment and about 10 completers per year

7. Place of Program in Curriculum/Similar Programs

This degree will remain a part of the Viticulture and Winery Technology family of programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Program Pathway

LAS POSITAS COLLEGE

Technical Program Revision: Viticulture - Associate of Science Degree

The Associate of Science in Viticulture degree prepares students for either entry-level employment or further study in the field of Viticulture, or grape-growing. The Viticulture A.S. includes courses in viticulture and winery technology, science, and general education courses. Students will gain both theoretical knowledge as well as hands-on experience in the college's onsite Campus Hill Vineyard.

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
Arts and Humanities (Area 3)		3.0	General Education	
English Composition (Area 1A)		3.0	General Education	
VWT 10	Introduction to Viticulture	3.0	Major/Required	
VWT 20	Introduction to Enology	3.0	Major/Required	
VWT 35	Landscape and Vineyard Pest and Disease Management	3.0	Major/Required	

Term 2 - Spring Semester **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List C Course		3.0	Major/Required	
List A Course		4.0	Major/Required	
VWT 12	Landscape and Vineyard Soils, Fertilizers, and Irrigation	3.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	
MATH 47 plus concurrent support recommended		3.0	General Education	

Term 3 - Summer Semester **Units:** 1.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 33	Summer Viticulture Operations	1.0	Major/Required	

Term 4 - Fall Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences (Area 4)		3.0	General Education	
List B Course		3.0	Major/Required	
AD Elective		3.0	Elective	
VWT 25	Sensory Analysis of Wines	3.0	Major/Required	
VWT 31	Fall Vineyard Operations	3.0	Major/Required	

Term 5 - Spring Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 32	Spring Vineyard Operations	3.0	Major/Required	
AD Elective		4.0	Elective	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
WRKX 94	Occupational Work Experience/Internship	2.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 60.0

Program Narrative

LAS POSITAS COLLEGE

Technical Program Revision: Viticulture - Certificate of Achievement (16 to fewer than 30 units)

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1. Statement of Program Goals and Objectives

The Certificate of Achievement in Viticulture prepares students for entry-level employment in the field of Viticulture, or grape-growing. The Certificate consists of core courses in viticulture and science, and focuses on the production of quality wine grapes.

2. Catalog Description

The Certificate of Achievement in Viticulture prepares students for entry-level employment in the field of Viticulture, or grape-growing. The Certificate consists of core courses in viticulture and science, and focuses on the production of quality wine grapes. Students will gain both theoretical knowledge as well as hands-on experience in the college's onsite Campus Hill Vineyard.

3. Program Requirements

Course	Title	Units	Term

Required Core: (24 Units)

VWT 10	Introduction to Viticulture	1st	3.0
VWT 12	Landscape and Vineyard Soils, Fertilizers, and Irrigation	2nd	3.0
VWT 20	Introduction to Enology	1st	3.0
VWT 25	Sensory Analysis of Wines	4th	3.0
VWT 31	Fall Vineyard Operations	4th	3.0
VWT 32	Spring Vineyard Operations	5th	3.0
VWT 33	Summer Viticulture Operations	3rd	1.0
VWT 35	Landscape and Vineyard Pest and Disease Management	1st	3.0
WRKX 94	Occupational Work Experience/Internship	5th	2.0

List A: Select One (3 Units)

VWT 1	Wines of the Americas and Beyond	2nd	3.0
VWT 2	Wines of Europe	2nd	3.0
VWT 47	Wines of California	2nd	3.0

Total: 27.0

4. Career Opportunities

California produces 90 percent of the U.S. wine. From established vineyards to new ventures, well-trained wine industry personnel are needed in many positions. Career opportunities related to viticulture include: vineyard manager, vineyard design and development, pest control, irrigation specialist, vineyard crew supervisor, equipment supervisor, quality control, production manager, wine hospitality, grape/juice sales, wine label design and packaging.

5. Master Planning

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

6. Enrollment and Completer Projections

Estimated 10 enrollments and 10 completers per year.

7. Place of Program in Curriculum/Similar Programs

This program is part of the Viticulture and Winery Technology family of programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Program Pathway

LAS POSITAS COLLEGE

Technical Program Revision: Viticulture - Certificate of Achievement (16 to fewer than 30 units)

The Certificate of Achievement in Viticulture prepares students for entry-level employment in the field of Viticulture, or grape-growing. The Certificate consists of core courses in viticulture and science, and focuses on the production of quality wine grapes. Students will gain both theoretical knowledge as well as hands-on experience in the college's onsite Campus Hill Vineyard.

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:** 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 10	Introduction to Viticulture	3.0	Major/Required	
VWT 20	Introduction to Enology	3.0	Major/Required	
VWT 35	Landscape and Vineyard Pest and Disease Management	3.0	Major/Required	

Term 2 - Spring Semester **Units:** 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
VWT 12	Landscape and Vineyard Soils, Fertilizers, and Irrigation	3.0	Major/Required	

Term 3 - Summer Semester **Units:** 1.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 33	Summer Viticulture Operations	1.0	Major/Required	

Term 4 - Fall Semester **Units:** 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 31	Fall Vineyard Operations	3.0	Major/Required	
VWT 25	Sensory Analysis of Wines	3.0	Major/Required	

Term 5 - Spring Semester **Units:** 5.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 32	Spring Vineyard Operations	3.0	Major/Required	
WRKX 94	Occupational Work Experience/Internship	2.0	Major/Required	

Total: 27.0

Program Narrative

LAS POSITAS COLLEGE

Technical Program Revision: Wine Hospitality - Certificate of Achievement (8 to fewer than 16 units)

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1. Statement of Program Goals and Objectives

The Certificate of Achievement in Wine Hospitality provides students with the wine knowledge, technical sales and service abilities, and social skills necessary to be a great host in wine country.

2. Catalog Description

The Certificate of Achievement in Wine Hospitality provides students with the wine knowledge, technical sales and service abilities, and social skills necessary to be a great host in wine country. The Certificate is ideal for current or future wine servers in restaurants, tasting rooms, wine bars, or catering events.

3. Program Requirements

Course	Title		Units	Term
Required Core: (11 Units)				
VWT 1	Wines of the Americas and Beyond	1st	3.0	
OR				
VWT 2	Wines of Europe	1st	3.0	
VWT 45	Food and Wine Pairing	1st	3.0	
VWT 47	Wines of California	2nd	3.0	
VWT 55	Wine Service and Sales	2nd	2.0	
			Total: 11.0	

4. Career Opportunities

There are more than 23 million tourist visits to California wine regions. Taking care of these wine country visitors requires wine hospitality professionals. Career opportunities in wine hospitality include sommeliers, tasting room managers, wine servers, director of winery tours, and special event coordinators.

5. Master Planning

This fits into our Master Plan as a CTE program that prepares students for employment.

6. Enrollment and Completer Projections

Average enrollment with 5 or so graduates per academic year.

7. Place of Program in Curriculum/Similar Programs

This program will stay in the Viticulture/Enology department as a part of those programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Program Pathway

LAS POSITAS COLLEGE

Technical Program Revision: Wine Hospitality - Certificate of Achievement (8 to fewer than 16 units)

The Certificate of Achievement in Wine Hospitality provides students with the wine knowledge, technical sales and service abilities, and social skills necessary to be a great host in wine country. The Certificate is ideal for current or future wine servers in restaurants, tasting rooms, wine bars, or catering events.

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:** 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 1	Wines of the Americas and Beyond	3.0	Major/Required	
OR				
VWT 2	Wines of Europe	3.0	Major/Required	
VWT 45	Food and Wine Pairing	3.0	Major/Required	

Term 2 - Spring Semester **Units:** 5.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 47	Wines of California	3.0	Major/Required	
VWT 55	Wine Service and Sales	2.0	Major/Required	

Total: 11.0

6.5 Program Deactivations

Effective Term: **Fall 2025**

Horticulture, NCL
Math Jam Tutor Pathway, NCY