Las Positas College

Curriculum Committee Meeting

11/18/2024

5.0 First Reading Packet

5.1 New Courses

- DANC 7A Dance Composition Fundamentals/Beginning
- GDDM 10 3D Modeling and Animation
- GDDM 12 2D Animation
- NESL 260 Introduction to Achievement in Community College for ESL Students
- NESL 261 Achievement in Community College for ESL Students 1
- NESL 262 Achievement in Community College for ESL Students 2
- NESL 263 Achievement in Community College for ESL Students 3
- NMUS 245 Chamber Choir for Older Adults
- NMUS 246 Vocal Jazz Ensemble for Older Adults

All Fields

LAS POSITAS COLLEGE

New Course: DANC 7A - Dance Composition Fundamentals/Beginning

Cover

Subject DANC
Course Number 7A
Course Title Dance Composition Fundamentals/Beginning
Effective Term Fall 2025
Justification for course proposal
DANC 5 (now DANC 7) is a course that was deactivated prior to my time at LPC. This course covers movement creation and how to choreograph, essentially building the toolbox for dancers on how to create movement. Although it was deactivated, it is still listed as a recommended prerequisite for DANC 6 - the class that develops and plans the Spring Dance Concert. For students that have never choreographed DANC 5 (now DANC 7) would be an essential step before taking DANC 6.
TOP Code 1008.00 - Dance
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
An introduction to the art of making dances for choreographers working in any style of dance, this course is open to students who have little or no dance training.
Material fees apply to this course? No
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

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

1. **Course** 0 0

Units/Hours

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

Instructional Categories (check all that apply)
Lecture No
Min Units 0.000
Max Units 0.000
Lab Yes
Min Units 1.000
Max Units 0.000
Work Experience No
Min Units 0.000
Max Units 0.000
Instructional Categories (check all that apply)
Lecture No
Min Hours
Max Hours
Lab No
Min Hours
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

Lab Hours	54
Inside of Class Hours	54

Number of times a course can be taken for credit. 1
Justification for Repeatability
Course Grading Optional

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Dance
   Interdisciplinary
   Condition

Dance

Course Objectives

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

1. **Group Title** Identify and demonstrate the elements of dance: Body, Action, Space, Time and Energy
2. **Group Title** Discuss and evaluate the elements of dance used in designing and presenting dance compositions
3. **Group Title** Construct dance compositons using the elements of dance

Course Content

Lecture Content
Lab Content

1. Movement improvisation
2. Explorations of Body
    1. Body parts, isolation, initiation of body part
    2. Whole body
    3. Body connectivity
3. Motion/Action

1. Axial (in place)
2. Locomoter (moves through space)
3. Effort Actions
    1. Press
    2. Wring
    3. Slash
    4. Punch
    5. Flick
    6. Dab
    7. Glide
    8. Float

4. Space
    1. Design of Body- Shape
    2. Direction
        1. Forward
        2. Backward
        3. Upward
        4. Downward
        5. Sideward
        6. Diagonally
    3. Pathway
    4. Relationsips
        1. In front
        2. Behind
        3. Over
        4. Under
        5. Near
        6. Far
    5. Focus
        1. Inward
        2. Outward
        3. Direct
        4. Indirect
    6. Plane
        1. Sagital
        2. Vertical
        3. Horizontal

5. Time
    1. Duration
    2. Speed
    3. Beat
    4. Tempo
    5. Accent
    6. Metric Rhythms- 2/4, 4/4, 3/4 patterns
    7. Rahpsodic Rhythms

1. Breath
2. Wind
3. Water

6. Energy
    1. Qualities of Movement
        1. Sustainment
        2. Suspension
        3. Swinging
        4. Swaying
        5. Collapsive
        6. Vibratory
        7. Percussive
    2. Degrees of Energy
        1. Strong/weak
        2. Heavy/light
        3. Boundflow/freeflow
    3. Tension
    4. Attack

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Short videos provided by the professor will be on Canvas or viewed in class for discussion pertaining to the choreographic process and different perspectives of choreographers
- Classroom Activity
  Comments
  Improvisation and choreography exercises
- Demonstration
  Comments
  dance movements through demonstration, slides, and film
- Discussion
  Comments
  Class discussion on choreographic intent, movement creation and exploration
- Student Presentations
  Comments
  Students will choreograph and present 4 studies through the semester. Studies will focus on: the elements of dance; choreographic problem solving; choreographing on another body; choreographing on more than one body.

Other Yes

1. **Explain**
   Improvisations

Equity Based Curriculum

- Course Content
  Address
  Throughout the course we will be looking at different choreographers of all different cultures/ backgrounds and perspectives. The students are encouraged to develop their own individualized artistic perspective in creating movement.
- Methods of Instruction
  Address
  The professor will offer a variety of approaches to corrections/ feedback in order to reach all learning types. Students are encouraged to meet with the professor, and work together to find any appropriate modifications/ accommodations needed.
- Typical Texts
  Address
  Most readings and assignments are scanned and posted by the professor to keep student costs low and make the class more accessible

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   Provide insightful feedback and response to choreographic studies

2. **Assignment Type** Project
   Add Assignment
   Set a movement study on a peer

3. **Assignment Type** Other
   Add Assignment
   Perform group improvisations

4. **Assignment Type** Project
   Add Assignment
   Create and perform a dance study using an assigned element of dance

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Construct dance compositions communicating a specific idea at an introductory level.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

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

2. **Outcome Text**
   Construct dance compositions with a defined structure at an introductory level.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

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

3. **Outcome Text**
   Construct engaging and original dance compositions.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

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

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

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

- Individual consultation with students
  Frequency
  Individual meetings 2 times through the semester
- Exams/Tests
  Frequency
  Showing every six weeks
- Group Projects
  Frequency
  Daily
- Class Participation
  Frequency
  Daily
- Class Work
  Frequency
  Daily
- Class Performance
  Frequency
  last day of class

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? No
Curriculum Committee Approval Date
Effective Term
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.
Explain how the decision was made to offer this course in a Distance Education mode.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

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

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

Other No
Explain
Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

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

No

A student can achieve the same goals and objectives identified in the course outline of record. No

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

No

The same assessments and level of student accountability can be achieved. No

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

Explain

DE Course Interactions

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

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

Textbooks/Materials

Publisher Textbooks Yes

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

1. **Author(s)** Miranda Tufnell, Chris Crickmay
   Title Body Space Image: Notes Towards Improvisation and Performance
   Edition Second
   Publisher Triarchy Press Ltd
   ISBN-13
   Year 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Jenny Roche, Stephanie Burridge
   Title Choreography: The Basics
   Edition 1st
   Publisher Routledge
   ISBN-13
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Students are to provide their own dance apparel and footwear

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability

CSU transfer Yes

- Transfers to CSU
  Comments
  New Request Yes
  Already Approved No

Cal-GETC No

UC transfer Yes

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

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE Yes

CSU GE No

- E - Lifelong Learning and Self-Development
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

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

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Cherry, Adrianne

Origination Date
11/04/2024

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

- Board of Trustees
  06/19/2018
- State Approval
  06/21/2018
- CC Approval
  04/30/2018

Instructional Services

Effective Term Fall 2025

Implementation Date
11/04/2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID
CCC000595124

CB03: TOP Code
100800 - Dance

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
A - Transferable to both UC and CSU.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status
N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Dance 7A
Dance Composition Fundamentals/Beginning
Effective: Fall 2025

Catalog Description:

DANC 7A - Dance Composition Fundamentals/Beginning
1.00 Units

An introduction to the art of making dances for choreographers working in any style of dance, this course is open to students who have little or no dance training.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Dance

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 demonstrate the elements of dance: Body, Action, Space, Time and Energy
B. Discuss and evaluate the elements of dance used in designing and presenting dance compositions
C. Construct dance compositons using the elements of dance

Course Content:

1. Movement improvisation
2. Explorations of Body
    1. Body parts, isolation, initiation of body part
    2. Whole body
    3. Body connectivity
3. Motion/Action

1. Axial (in place)
2. Locomoter (moves through space)
3. Effort Actions
    1. Press
    2. Wring
    3. Slash
    4. Punch
    5. Flick
    6. Dab
    7. Glide
    8. Float

4. Space
    1. Design of Body- Shape
    2. Direction
        1. Forward
        2. Backward
        3. Upward
        4. Downward
        5. Sideward
        6. Diagonally
    3. Pathway
    4. Relationsips
        1. In front
        2. Behind
        3. Over
        4. Under
        5. Near
        6. Far
    5. Focus
        1. Inward
        2. Outward
        3. Direct
        4. Indirect
    6. Plane
        1. Sagital
        2. Vertical
        3. Horizontal

5. Time
    1. Duration
    2. Speed
    3. Beat
    4. Tempo
    5. Accent
    6. Metric Rhythms- 2/4, 4/4, 3/4 patterns
    7. Rahpsodic Rhythms

1. Breath
2. Wind
3. Water

6. Energy
    1. Qualities of Movement
        1. Sustainment
        2. Suspension
        3. Swinging
        4. Swaying
        5. Collapsive
        6. Vibratory
        7. Percussive
    2. Degrees of Energy
        1. Strong/weak
        2. Heavy/light
        3. Boundflow/freeflow
    3. Tension
    4. Attack

Methods of Instruction:

1. Student Presentations - Students will choreograph and present 4 studies through the semester. Studies will focus on: the elements of dance; choreographic problem solving; choreographing on another body; choreographing on more than one body.
2. Classroom Activity - Improvisation and choreography exercises
3. Demonstration - dance movements through demonstration, slides, and film
4. Discussion - Class discussion on choreographic intent, movement creation and exploration
5. Audio-visual Activity - Short videos provided by the professor will be on Canvas or viewed in class for discussion pertaining to the choreographic process and different perspectives of choreographers
6. Improvisations

Typical Assignments

A. Laboratory:
Provide insightful feedback and response to choreographic studies

B. Project:
Set a movement study on a peer

C. Other:
Perform group improvisations

D. Project:
Create and perform a dance study using an assigned element of dance

Methods of Evaluating Student Progress

A. Class Participation
    1. Daily
B. Class Work
    1. Daily
C. Class Performance
    1. last day of class
D. Exams/Tests
    1. Showing every six weeks
E. Group Projects
    1. Daily
F. Individual consultation with students
    1. Individual meetings 2 times through the semester

Student Learning Outcomes

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

A. Construct dance compositions communicating a specific idea at an introductory level.
B. Construct dance compositions with a defined structure at an introductory level.
C. Construct engaging and original dance compositions.

Textbooks (Typical):

Textbook:

1. Miranda Tufnell, Chris Crickmay *Body Space Image: Notes Towards Improvisation and Performance*. Second ed., Triarchy Press Ltd, 2023.
2. Jenny Roche, Stephanie Burridge *Choreography: The Basics*. 1st ed., Routledge, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Students are to provide their own dance apparel and footwear.

All Fields

LAS POSITAS COLLEGE

New Course: GDDM 10 - 3D Modeling and Animation

Cover

Subject GDDM
Course Number 10
Course Title 3D Modeling and Animation
Effective Term Fall 2025
Justification for course proposal
Industry demand, student interest, advisory board recommendation. course will be written to try to articulate with CSU East Bay (Art 246) and San Jose State (Ani 61)
TOP Code 0614.40 - Animation*
Basic Skills Status N - Not Basic Skills
SAM Priority Code C - Clearly Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
Use 3D computer software to create scenes, objects, and characters and animate them while applying traditional animation principles. Focus will be on how to create believable movement and storytelling as well as learning workflow from planning to final animation.
Material fees apply to this course? No
This course is part of a new program No
Enter program name
This course is part of an existing program(s) Yes

1. **Program** Graphic Design - Associate of Arts Degree (Active) - Fall 2022

Course Equivalency

Is this course part of a family

Is this course shared with Chabot?
Is there an equivalent course at Chabot?

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable
CB22: Non Credit Course Category Y - Not Applicable, Credit course
Select here if this course will have variable units No
Instructional Categories (check all that apply)
Lecture Yes

Min Units 1.500
Max Units
Lab Yes
Min Units 1.500
Max Units
Work Experience No
Min Units
Max Units
Instructional Categories (check all that apply)
Lecture No
Min Hours
Max Hours
Lab No
Min Hours
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

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

Number of times a course can be taken for credit. 1
Justification for Repeatability
Course Grading Optional

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Multimedia
   Interdisciplinary
   Condition

Multimedia

Course Objectives

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

1. **Objective Text**
   Use 3D modeling software to create original artwork for animation.
2. **Objective Text**
   Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing.
3. **Objective Text**
   Apply traditional principles of animation (anticipation, follow through, squash & stretch, easing, timing) to produce a believable performance. Convey convincing weight, timing, and attitude in body mechanics in animation.
4. **Objective Text**
   Incorporate elements of storytelling and character development into a scene.
5. **Objective Text**
   Explain 3D workflow, and how to take a shot from design to final render.
6. **Objective Text**

Discuss the importance of 3D modeling and animation as a medium in historical and contemporary practices

Course Content

Lecture Content

1. Production Pipeline and Preproduction
    1. Story telling and visual story telling
    2. Breakdown: Story, segment, sequence, scene, and shot
    3. Storyboards: Role, elements, and function
    4. Camera
    5. Types of shots
    6. Production Process and checklist
2. Foundations to 3D Modeling
    1. Coordinates, measurements, dimensions
    2. Cartesian and polar coordinate systems
    3. Points, lines and polygons
    4. Polygons and polylines,
    5. Tris, quads, and n-gons
    6. Mesh
    7. Transformations (global and local)
3. Modeling
    1. Modeling with Primitives
    2. Polygonal Modeling
    3. Pologonal Mesh (extrude, bevel, bridge)
    4. Box Modeling
    5. Hiearchy
    6. Deformations
        1. Bend, twist, squash, stretch, taper
    7. Shaded and wireframe views
4. Advanced Modeling
    1. Curved lines
        1. Open and closed curves
        2. Simple and nonsimple curves
        3. Splines
        4. Bezier curves
        5. B-splines
        6. NURBs
    2. Sweeping Tehcniques
        1. Lathe, loft
        2. Subdivision modeling, subdivision surfaces

3. Organic vs hard surface modeling

5. Animation
    1. History and innovations in animation
    2. Principles of animation
        1. Squash and Strech
        2. Anticipation
        3. Staging
        4. Straight-Ahead Action and Pose-to-Pose
        5. Follow-Through and overlapping Action
        6. Slow-in and Slow-out
        7. Arcs
        8. Secondary Action
        9. Timing
        10. Exaggeration
        11. Solid Drawing
        12. Appeal
    3. Character Design, Rigging, and Animation
        1. Rigging
        2. Forward and inverse kinematics
        3. Character design and posing (purpose and balance)
            1. Symmetry
            2. Silhouette
            3. Line of Action
        4. Surface Characteristics (color and material)
        5. Distance from camera, speed of movement
        6. Range of motion (facial expressions, gesticulations)
6. Lighting
    1. Properties of light: reflection, refraction, dispersion
    2. Material classification based on light interaction
    3. Basic color theory
    4. Properties and types of CG lights
        1. Placement and orientation
        2. Omni light, spot light, directional light, linear light, area light volume light
    5. Ambient light
    6. Direct and indirect light
    7. Using lighting to create emotion
7. Composing and rendering
    1. Elements of composition
        1. Perspective
        2. Form and volume

3. Positive and negative space
2. Rule of thirds
3. Digital rendering
4. Formats and rendered images
5. Pixels, resolution and bit planes
6. File formats

8. Adding Sound and music

Lab Content

1. During lab time students should spend time working on projects using the 3D modeling software. This could include creating new models, refining existing ones, or experimenting with different tools and techniques.
2. Instructor will go over techniques again that are a little tricky, such as how to manipulate objects in object and edit mode and how to apply textures to models.
3. Explore Resources: Utilize any available online tutorials, videos, or reference materials. This can help deepen understanding of complex concepts.
4. Students should ask questions if there is anything they are unclear on or that they need repeated.
5. Review: Students should take this time to review their own work and have the teacher give constructive criticism and feedback, they can also look to their fellow students to help and give critique.
6. Collaborate: Work with classmates to share ideas, techniques, and feedback. Collaboration can lead to new insights and improvements in modeling skills.

Work Experience Content

Methods of Instruction

Check all that apply:

- Lab
  Comments
  During lab time students should spend time working on projects using the 3D modeling software. This could include creating new models, refining existing ones, or experimenting with different tools and techniques. Instructor will go over techniques again that are a little tricky, such as how to manipulate objects in object and edit mode and how to apply textures to models. Explore Resources: Utilize any available online tutorials, videos, or reference materials. This can help deepen understanding of complex concepts. Students should ask questions if there is anything they are unclear on or that they need repeated. Review: Students should take this time to review their own work and have the teacher give constructive criticism and feedback, they can also look to their fellow students to help and give critique. Collaborate: Work with classmates to share ideas, techniques, and feedback. Collaboration can lead to new insights and improvements in modeling skills.
- Lecture
  Comments
  Instructor will explain core principles and concepts, show examples, and demonstrate how to apply the skills to students' own work.
- Projects
  Comments

Students will have multiple projects throughout the semester.

- Student Presentations
  Comments
  Students will present their work to the class for feedback and critique.

Other No

Equity Based Curriculum

- Assignments
  Address
  Assignments are creative and open ended, allowing students to interpret themes and ideas to express their own background, culture, and identity.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment
   1. Basic Object modeling
      1. Students should become familiar with navigatiing in the 3D software, preferably Maya or Blender.
      2. Getting to understand both Object and edit modes and how to Rotate, Scale and Grab objects.
      3. They should understand how to apply tranforms to objects manipulated in object mode.
      4. In edit mode they should understand face, edge and vertex mode and how to use extrude to add geometry to the object.
      5. Once the students have a firm grasp of the basic tools, they can model some simple objects such as a chair or a table for their very first assignment/ excercise.
   2. Organic Modeling
      1. Students should learn how to model a lowpoly/stylized character. This will be a more long form project as the students will be Texturing, rigging, and animating their character later on.
      2. Learn basic head modeling, keeping in mind edge flow.
      3. Model the torso and limbs knowing where to add edge loops where the model will bend and deform later in the project.
   3. Hard Surface Object
      1. Once students a have a rudimentary understanding of working in 3D they may start on a project that is slightly more advanced than modeling basic objects.
      2. Students should understand the importance of good topology and edge flow using quads in their meshes and know the distinction between a quad a triangle and an n-gon.
      3. Students should learn about deformations inside of 3D such as how to add edge loops and supporting loops, how to subdivide and smooth their objects, how to use mirroring, how to create basic arrays and radial arrays, how to use booleans.

4. Students can model a slightly more advanced object than in the previous assignment having the requirement that it be something hard surface such as a building, a computer, a car (although maybe too advanced), a power tool.

4. Texturing
    1. Students will now learn how to texture their character and hardsurface objects as well.
    2. They will begin by understanding the basic materials properties and later move on to learning about UV's.
    3. Students will UV unwrap their character and learn how to project their textures onto their character with a UV map.
    4. Students should aslo learn about Normal maps and how to bake a high detail normal map onto their character.
5. Rigging a Character
    1. Students should learn the basics of rigging
    2. With their character in a T-pose, students will learn how to create and apply an armature to their models.
    3. Students should also learn how to weight paint their model so that the model deforms nicely with the armature for animation
6. Basic animation
    1. Students can now learn the basics of animating their character
    2. Students should know the basics of how to create animation keyframes and understand timing and spacing
    3. Students can create a basic animation loop such as a walk cycle
7. Lighting and Rendering/ Camera Setup
    1. Students can now learn how to set up a camera to create a nice composition and how to properly light their scene
    2. Students should understand how to create a Key, Fill, and backlight to their scene.
    3. Students should learn camera operations and movements, and how to manipulate settings such as aspect ratio and focal length
    4. Once students have a nice set up and lighting in their scene they can then create a short animation video.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Understand the importance of 3D modeling and animation as a medium in historical and contemporary practices.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Interpret Influences: Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Identify Contributions: Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.

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

2. **Outcome Text**
   Understand 3D workflow, and how to take a shot from design to final render.

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

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Understand Artistic Expression: Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Interpret Influences: Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;

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

3. **Outcome Text**
   Incorporate elements of storytelling and character development into a scene.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Communicate Visually and Symbolically: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.

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

4. **Outcome Text**
   Apply traditional principles of animation (anticipation, follow through, squash & stretch, easing, timing) to produce a believable performance. Convey convincing weight, timing, and attitude in body mechanics in animation.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Determine which technology will effectively and efficiently produce the desired results
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Use appropriate technology to acquire, organize, analyze, and communicate
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Use critical thinking skills to identify and apply appropriate technology to achieve objectives

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

5. **Outcome Text**
   Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Understand Artistic Expression: Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Determine which technology will effectively and efficiently produce the desired results
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Demonstrate ethical, legal, and safe practices when using technology
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

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

6. **Outcome Text**
   Use 3D modeling software to create original artwork for animation.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Understand Artistic Expression: Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Determine which technology will effectively and efficiently produce the desired results
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Use appropriate technology to acquire, organize, analyze, and communicate
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Demonstrate ethical, legal, and safe practices when using technology
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Use critical thinking skills to identify and apply appropriate technology to achieve objectives

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

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods

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

- Oral Presentation
  Frequency
  5-8 presentations for student projects per semester
- Projects
  Frequency
  5-8 student projects per semester
- Lab Activities
  Frequency
  Weekly

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. No
I have consulted with my Dean regarding the creation of a DE addendum for this course. No
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.
course is computer based and all lectures, demos, assignments can be completed by student with a decent computer setup. Being able to offer course online will be a more flexible student option, easier to schedule rooms, and will likely create increased enrollment.
Explain how the decision was made to offer this course in a Distance Education mode.
Consulted with other instructors on feasibility of offering course online. Also many courses similar to this are sold online from for-profit institutions
Emergency Delivery Methods

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

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

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

Accessibility

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

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

Other No

Explain

Syllabus

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

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.

- Student behavior in a DE course.
- Academic Integrity.

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

DE Course Interactions

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  5-8 major topics per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  5-8 per semester, for each exercise and assignment
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  As needed

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  Weekly, as part of lecture and demonstration

Student-Student Interaction

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

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  As needed
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  5-8 major topics per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Weekly, as part of lecture

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  5-8 major discussions per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  5-8 major discussions per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  students will present each of their projects (5-8 per semester)

Textbooks/Materials

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

1. **Author(s)** Jason van Gumster
   Title Blender All-in-One For Dummies
   Edition 1
   Publisher For Dummies
   ISBN-13 978-1394204045
   Year 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent Yes
2. **Author(s)** Kelly Murdock
   Title Autodesk Maya 2023 Basics Guide
   Edition 1
   Publisher SDC Publications
   ISBN-13 978-1630575274
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent Yes
3. **Author(s)** 3Dtotal Publishing
   Title Beginner's Guide to Creating Characters in Blender
   Edition 1
   Publisher 3Dtotal Publishing
   ISBN-13 978-1912843138
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent Yes

OER

Manual

Software

1. **Title** Maya
   Edition/Version
   Publisher/Manufacturer Autodesk
   Description
   Industry leading 3D computer graphics software for animation and modeling
   Or Equivalent Yes
2. **Title** Blender
   Edition/Version
   Publisher/Manufacturer Blender Foundation
   Description

Opensource 3D Computer graphics software for animation, modeling, and more
Or Equivalent Yes

Other Learning Materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request Yes
  Already Approved No

Cal-GETC No

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

UC transfer No

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

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

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

CSU GE No

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

CSU American Institutions No

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

IGETC No

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

Other articulation requests/comments No

Course Articulation

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

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Kuo, Peter

Origination Date
08/21/2024

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2025

Implementation Date
10/25/2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code
061440 - Animation

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Graphic Design & Digital Media 10
3D Modeling and Animation

Effective: Fall 2025

Catalog Description:

GDDM 10 - 3D Modeling and Animation
3.00 Units

Use 3D computer software to create scenes, objects, and characters and animate them while applying traditional animation principles. Focus will be on how to create believable movement and storytelling as well as learning workflow from planning to final animation.

Course Grading: Optional

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

Discipline:

Multimedia

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 3D modeling software to create original artwork for animation.
B. Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing.
C. Apply traditional principles of animation (anticipation, follow through, squash & stretch, easing, timing) to produce a believable performance. Convey convincing weight, timing, and attitude in body mechanics in animation.
D. Incorporate elements of storytelling and character development into a scene.
E. Explain 3D workflow, and how to take a shot from design to final render.

F. Discuss the importance of 3D modeling and animation as a medium in historical and contemporary practices

Course Content:

Lab:

1. During lab time students should spend time working on projects using the 3D modeling software. This could include creating new models, refining existing ones, or experimenting with different tools and techniques.
2. Instructor will go over techniques again that are a little tricky, such as how to manipulate objects in object and edit mode and how to apply textures to models.
3. Explore Resources: Utilize any available online tutorials, videos, or reference materials. This can help deepen understanding of complex concepts.
4. Students should ask questions if there is anything they are unclear on or that they need repeated.
5. Review: Students should take this time to review their own work and have the teacher give constructive criticism and feedback, they can also look to their fellow students to help and give critique.
6. Collaborate: Work with classmates to share ideas, techniques, and feedback. Collaboration can lead to new insights and improvements in modeling skills.

Lecture:

1. Production Pipeline and Preproduction
    1. Story telling and visual story telling
    2. Breakdown: Story, segment, sequence, scene, and shot
    3. Storyboards: Role, elements, and function
    4. Camera
    5. Types of shots
    6. Production Process and checklist
2. Foundations to 3D Modeling
    1. Coordinates, measurements, dimensions
    2. Cartesian and polar coordinate systems
    3. Points, lines and polygons
    4. Polygons and polylines,
    5. Tris, quads, and n-gons
    6. Mesh
    7. Transformations (global and local)
3. Modeling
    1. Modeling with Primitives
    2. Polygonal Modeling
    3. Pologonal Mesh (extrude, bevel, bridge)
    4. Box Modeling
    5. Hiearchy
    6. Deformations
        1. Bend, twist, squash, stretch, taper

7. Shaded and wireframe views

4. Advanced Modeling
    1. Curved lines
        1. Open and closed curves
        2. Simple and nonsimple curves
        3. Splines
        4. Bezier curves
        5. B-splines
        6. NURBs
    2. Sweeping Tehcniques
        1. Lathe, loft
        2. Subdivision modeling, subdivision surfaces
    3. Organic vs hard surface modeling
5. Animation
    1. History and innovations in animation
    2. Principles of animation
        1. Squash and Strech
        2. Anticipation
        3. Staging
        4. Straight-Ahead Action and Pose-to-Pose
        5. Follow-Through and overlapping Action
        6. Slow-in and Slow-out
        7. Arcs
        8. Secondary Action
        9. Timing
        10. Exaggeration
        11. Solid Drawing
        12. Appeal
    3. Character Design, Rigging, and Animation
        1. Rigging
        2. Forward and inverse kinematics
        3. Character design and posing (purpose and balance)
            1. Symmetry
            2. Silhouette
            3. Line of Action
        4. Surface Characteristics (color and material)
        5. Distance from camera, speed of movement
        6. Range of motion (facial expressions, gesticulations)
6. Lighting
    1. Properties of light: reflection, refraction, dispersion

2. Material classification based on light interaction
3. Basic color theory
4. Properties and types of CG lights
    1. Placement and orientation
    2. Omni light, spot light, directional light, linear light, area light volume light
5. Ambient light
6. Direct and indirect light
7. Using lighting to create emotion

7. Composing and rendering
    1. Elements of composition
        1. Perspective
        2. Form and volume
        3. Positive and negative space
    2. Rule of thirds
    3. Digital rendering
    4. Formats and rendered images
    5. Pixels, resolution and bit planes
    6. File formats
8. Adding Sound and music

Methods of Instruction:

1. Lecture - Instructor will explain core principles and concepts, show examples, and demonstrate how to apply the skills to students' own work.
2. Lab - During lab time students should spend time working on projects using the 3D modeling software. This could include creating new models, refining existing ones, or experimenting with different tools and techniques. Instructor will go over techniques again that are a little tricky, such as how to manipulate objects in object and edit mode and how to apply textures to models. Explore Resources: Utilize any available online tutorials, videos, or reference materials. This can help deepen understanding of complex concepts. Students should ask questions if there is anything they are unclear on or that they need repeated. Review: Students should take this time to review their own work and have the teacher give constructive criticism and feedback, they can also look to their fellow students to help and give critique. Collaborate: Work with classmates to share ideas, techniques, and feedback. Collaboration can lead to new insights and improvements in modeling skills.
3. Projects - Students will have multiple projects throughout the semester.
4. Student Presentations - Students will present their work to the class for feedback and critique.

Typical Assignments

A. Project:
    1. Basic Object modeling
        1. Students should become familiar with navigatiing in the 3D software, preferably Maya or Blender.

    2. Getting to understand both Object and edit modes and how to Rotate, Scale and Grab objects.
    3. They should understand how to apply tranforms to objects manipulated in object mode.
    4. In edit mode they should understand face, edge and vertex mode and how to use extrude to add geometry to the object.
    5. Once the students have a firm grasp of the basic tools, they can model some simple objects such as a chair or a table for their very first assignment/ excercise.
2. Organic Modeling
    1. Students should learn how to model a lowpoly/stylized character. This will be a more long form project as the students will be Texturing, rigging, and animating their character later on.
    2. Learn basic head modeling, keeping in mind edge flow.
    3. Model the torso and limbs knowing where to add edge loops where the model will bend and deform later in the project.
3. Hard Surface Object
    1. Once students a have a rudimentary understanding of working in 3D they may start on a project that is slightly more advanced than modeling basic objects.
    2. Students should understand the importance of good topology and edge flow using quads in their meshes and know the distinction between a quad a triangle and an n-gon.
    3. Students should learn about deformations inside of 3D such as how to add edge loops and supporting loops, how to subdivide and smooth their objects, how to use mirroring, how to create basic arrays and radial arrays, how to use booleans.
    4. Students can model a slightly more advanced object than in the previous assignment having the requirement that it be something hard surface such as a building, a computer, a car (although maybe too advanced), a power tool.
4. Texturing
    1. Students will now learn how to texture their character and hardsurface objects as well.
    2. They will begin by understanding the basic materials properties and later move on to learning about UV's.
    3. Students will UV unwrap their character and learn how to project their textures onto their character with a UV map.
    4. Students should aslo learn about Normal maps and how to bake a high detail normal map onto their character.
5. Rigging a Character
    1. Students should learn the basics of rigging
    2. With their character in a T-pose, students will learn how to create and apply an armature to their models.
    3. Students should also learn how to weight paint their model so that the model deforms nicely with the armature for animation
6. Basic animation
    1. Students can now learn the basics of animating their character
    2. Students should know the basics of how to create animation keyframes and understand timing and spacing

3. Students can create a basic animation loop such as a walk cycle

7. Lighting and Rendering/ Camera Setup
    1. Students can now learn how to set up a camera to create a nice composition and how to properly light their scene
    2. Students should understand how to create a Key, Fill, and backlight to their scene.
    3. Students should learn camera operations and movements, and how to manipulate settings such as aspect ratio and focal length
    4. Once students have a nice set up and lighting in their scene they can then create a short animation video.

Methods of Evaluating Student Progress

A. Projects
    1. 5-8 student projects per semester
B. Lab Activities
    1. Weekly
C. Oral Presentation
    1. 5-8 presentations for student projects per semester

Student Learning Outcomes

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

A. Use 3D modeling software to create original artwork for animation.
B. Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing.
C. Apply traditional principles of animation (anticipation, follow through, squash & stretch, easing, timing) to produce a believable performance. Convey convincing weight, timing, and attitude in body mechanics in animation.
D. Incorporate elements of storytelling and character development into a scene.
E. Understand 3D workflow, and how to take a shot from design to final render.
F. Understand the importance of 3D modeling and animation as a medium in historical and contemporary practices.

Textbooks (Typical):

Textbook:

1. Jason van Gumster *Blender All-in-One For Dummies*. 1 ed., For Dummies, 2024.
2. Kelly Murdock *Autodesk Maya 2023 Basics Guide*. 1 ed., SDC Publications, 2022.
3. 3Dtotal Publishing *Beginner's Guide to Creating Characters in Blender*. 1 ed., 3Dtotal Publishing, 2021.

Software:

1. Maya. Autodesk, (/e).
2. Blender. Blender Foundation, (/e).

All Fields

LAS POSITAS COLLEGE

New Course: GDDM 12 - 2D Animation

Cover

Subject GDDM
Course Number 12
Course Title 2D Animation
Effective Term Fall 2025
Justification for course proposal
Industry Demand, Advisory board recommendation. (LMI Data) course will be written to articulate with equivalent course at CSU East (Art 244) bay and SJSU (Ani 31)
TOP Code 0614.40 - Animation*
Basic Skills Status B - Basic Skills
SAM Priority Code C - Clearly Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
Introduction to the basic elements of animation and representation. Students will learn to analyze and apply the principals of animation to their own projects using a variety of techniques including hand drawing and computer based animation for storytelling and effective communication. Students will be introduced to the basic elements of animation and representation, including understanding of mass, movement, and reaction to external forces.
Material fees apply to this course? No
This course is part of a new program No
Enter program name
This course is part of an existing program(s) Yes

1. **Program** Graphic Design - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2022

Course Equivalency

Is this course part of a family No

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

Units/Hours

CB04: Credit Status C - Credit - Not Degree Applicable
CB22: Non Credit Course Category Y - Not Applicable, Credit course
Select here if this course will have variable units No
Instructional Categories (check all that apply)

Lecture Yes
Min Units 1.500
Max Units
Lab Yes
Min Units 1.500
Max Units
Work Experience No
Min Units
Max Units
Instructional Categories (check all that apply)
Lecture No
Min Hours
Max Hours
Lab No
Min Hours
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

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

Number of times a course can be taken for credit. 1
Justification for Repeatability
Course Grading Optional

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Multimedia
   Interdisciplinary
   Condition

Multimedia

Course Objectives

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

1. **Objective Text**
   Understand the role of animation as a medium within both historical and contemporary art practices
2. **Objective Text**
   Create original animated artworks using a variety of methods
3. **Objective Text**
   Identify and incorporate principles of animation into their animation projects: Squash and stretch, Anticipation, Staging, Straight-ahead action and pose-to-pose, Follow through and overlapping action, Slow in and slow out, Arc, Secondary action, Timing, Exaggeration, Solid drawing, Appeal
4. **Objective Text**
   Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing
5. **Objective Text**

Critically analyze their own work, as well as examples of animation from the larger media culture; Refine their own work based on critical feedback and self-evaluation;Collaborate with peers in the development and execution of animations

Course Content

Lecture Content

1. Animation
    1. Slow in / Slow out
    2. Progressive Ball Bounce
    3. Brick Drop
    4. Sack Drop
    5. Paper Drop
    6. Basic walk cycle - no arms
    7. Basic walk cycle - adding arms
    8. Character walks/strides
    9. Double Bounce, Skips, Sneaks, Limps etc.
    10. Storyboarding
2. Software & Hardware
    1. Camera operations
    2. Animating in Adobe Animate
    3. Animating in Toom Boom Harmony
    4. Adobe Photoshop tools for animation
    5. Procreate tools for animation

Lab Content

1. Projects and Exercises based on each major lecture topic
    1. Slow in / Slow out
    2. Progressive Ball Bounce
    3. Brick Drop
    4. Sack Drop
    5. Paper Drop
    6. Basic walk cycle - no arms
    7. Basic walk cycle - adding arms
    8. Character walks/strides
    9. Double Bounce, Skips, Sneaks, Limps etc.
    10. Storyboarding

Work Experience Content

Methods of Instruction

Check all that apply:

- Demonstration
  Comments
  instructor will demonstrate core tools and principals
- Lab
  Comments
  students will have projects and exercises to work on during lab time
- Lecture
  Comments
  instructor will lecture on course content
- Projects
  Comments
  students will work on projects to demonstrate principles covered in class
- Research
  Comments
  students will research and analyize based on topic given

Other No

Equity Based Curriculum

- Assignments
  Address
  Assignments are open-ended to express students' unique perspective and diverse experiences.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment
   1. Students will design character(s) that will be part of their animation, including turnarounds, gesture sheets and expression sheets
   2. Student will create a final animation for their project, incorporating environments, sound design, and editing.
   3. Using various animation techniques (stop motion, flip book, hand drawn, computer based), create animations demonstrating principles of animation. Students may be asked to animate:
      1. Progressive Ball Bounce
      2. Brick Drop
      3. Sack Drop
      4. Paper Drop
      5. Basic walk cycle - no arms
      6. Basic walk cycle - adding arms
      7. Character walks/strides
      8. Double Bounce, Skips, Sneaks, Limps etc.
   4. Student will create a storyboard for their project, define project and objectives, develop scripts, create sketches add anotationss, camera movements, etc.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Critically analyze their own work, as well as examples of animation from the larger media culture; Refine their own work based on critical feedback and self-evaluation; Collaborate with peers in the development and execution of animations.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Visually and Symbolically: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Understand Artistic Expression: Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Interpret Influences: Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Identify Contributions: Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Determine which technology will effectively and efficiently produce the desired results
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Demonstrate ethical, legal, and safe practices when using technology
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

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

2. **Outcome Text**
   Understand the role of animation as a medium within both historical and contemporary art practices.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Read Critically: Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Understand Artistic Expression: Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Interpret Influences: Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Identify Contributions: Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

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

3. **Outcome Text**
   Create original animated artworks using a variety of methods.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Visually and Symbolically: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Understand Artistic Expression: Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Interpret Influences: Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Identify Contributions: Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Determine which technology will effectively and efficiently produce the desired results
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Demonstrate ethical, legal, and safe practices when using technology
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

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

4. **Outcome Text**
   Identify and incorporate principles of animation into their animation projects: Squash and stretch, Anticipation, Staging, Straight-ahead action and pose-to-pose, Follow through and overlapping action, Slow in and slow out, Arc, Secondary action, Timing, Exaggeration, Solid drawing, Appeal.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

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

5. **Outcome Text**
   Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Understand Artistic Expression: Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Interpret Influences: Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Identify Contributions: Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Determine which technology will effectively and efficiently produce the desired results
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Demonstrate ethical, legal, and safe practices when using technology
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

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

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

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

- Research Projects
  Frequency
  1-3 research projects based on history of animation
- Oral Presentation
  Frequency
  one major project for the semester, several (5-6) smaller projects throughout the semester
- Projects
  Frequency
  one major project for the semester, several (5-6) smaller projects throughout the semester, as well as other assigned exercises
- Lab Activities
  Frequency
  weekly

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. No
I have consulted with my Dean regarding the creation of a DE addendum for this course. No
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved*

instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.

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

All objectives can be met as a DE course and students often have their own computer set up and prefer to work with their own hardware/software configuration. Students will be required to have hardware/software configurations that are capable of completing all assignments.

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

Faculty have reviewed courses taught at other institutions and it has been offered as a DE course before. Many students prefer DE courses for various reasons, such as a long commute

Emergency Delivery Methods

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

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

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

Accessibility

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

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

Other No

Explain

Syllabus

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

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

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

DE Course Interactions

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

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

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  For each exercise and project
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  As needed

Student-Student Interaction

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

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  As needed
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Per major topic (6-8)
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Weekly

Student-Content Interaction

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

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency

6-8 projects through out the semester

Textbooks/Materials

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

1. **Author(s)** John Blain
   Title Blender 2D Animation: The Complete Guide to the Grease Pencil
   Edition 1
   Publisher A K Peters/CRC Press
   ISBN-13 978-1032110325
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Tony White
   Title 2D OR NOT 2D: How to draw animation, traditionally or digitally
   Edition 1
   Publisher Animation Legacy Series
   ISBN-13 979-8989742547
   Year 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent Yes
3. **Author(s)** Walt Stanchfield, Don Hahn
   Title Drawn to Life: 20 Golden Years of Disney Master Classes
   Edition 1
   Publisher Routledge
   ISBN-13 978-0240810966
   Year 2009
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   most recent edition.
   Or Equivalent No
4. **Author(s)** Ollie Johnston, Frank Thomas
   Title The Illusion of Life: Disney Animation
   Edition
   Publisher Disney Editions
   ISBN-13 978-0786860708
   Year 1995
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Most recent edition, core principal for course
   Or Equivalent No
5. **Author(s)** Richard Williams

Title The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators
Edition
Publisher Farrar, Straus and Giroux
ISBN-13 978-0865478978
Year 2012
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Most recent edition. classic text
Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request Yes
  Already Approved No

Cal-GETC No

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

UC transfer No

- Transfers to CSU

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

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

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

CSU GE No

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

CSU American Institutions No

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

IGETC No

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

Other articulation requests/comments No

Course Articulation

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

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Kuo, Peter

Origination Date
09/17/2024

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2025

Implementation Date
10/25/2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code
061440 - Animation

CIP Code

CB04: Credit Status
C - Credit - Not Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status
B - Basic Skills

CB09: SAM Code
C - Clearly Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Graphic Design & Digital Media 12
2D Animation

Effective: Fall 2025

Catalog Description:

GDDM 12 - 2D Animation
3.00 Units

Introduction to the basic elements of animation and representation. Students will learn to analyze and apply the principals of animation to their own projects using a variety of techniques including hand drawing and computer based animation for storytelling and effective communication. Students will be introduced to the basic elements of animation and representation, including understanding of mass, movement, and reaction to external forces.

Course Grading: Optional

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

Discipline:

Multimedia

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Understand the role of animation as a medium within both historical and contemporary art practices
B. Create original animated artworks using a variety of methods
C. Identify and incorporate principles of animation into their animation projects: Squash and stretch, Anticipation, Staging, Straight-ahead action and pose-to-pose, Follow through and overlapping action, Slow in and slow out, Arc, Secondary action, Timing, Exaggeration, Solid drawing, Appeal
D. Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing

E. Critically analyze their own work, as well as examples of animation from the larger media culture; Refine their own work based on critical feedback and self-evaluation;Collaborate with peers in the development and execution of animations

Course Content:

Lab:

1. Projects and Exercises based on each major lecture topic
    1. Slow in / Slow out
    2. Progressive Ball Bounce
    3. Brick Drop
    4. Sack Drop
    5. Paper Drop
    6. Basic walk cycle - no arms
    7. Basic walk cycle - adding arms
    8. Character walks/strides
    9. Double Bounce, Skips, Sneaks, Limps etc.
    10. Storyboarding

Lecture:

1. Animation
    1. Slow in / Slow out
    2. Progressive Ball Bounce
    3. Brick Drop
    4. Sack Drop
    5. Paper Drop
    6. Basic walk cycle - no arms
    7. Basic walk cycle - adding arms
    8. Character walks/strides
    9. Double Bounce, Skips, Sneaks, Limps etc.
    10. Storyboarding
2. Software & Hardware
    1. Camera operations
    2. Animating in Adobe Animate
    3. Animating in Toom Boom Harmony
    4. Adobe Photoshop tools for animation
    5. Procreate tools for animation

Methods of Instruction:

1. Lab - students will have projects and exercises to work on during lab time
2. Lecture - instructor will lecture on course content
3. Demonstration - instructor will demonstrate core tools and principals

4. Research - students will research and analyize based on topic given
5. Projects - students will work on projects to demonstrate principles covered in class

Typical Assignments

A. Project:
    1. Students will design character(s) that will be part of their animation, including turnarounds, gesture sheets and expression sheets
    2. Student will create a final animation for their project, incorporating environments, sound design, and editing.
    3. Using various animation techniques (stop motion, flip book, hand drawn, computer based), create animations demonstrating principles of animation. Students may be asked to animate:
        1. Progressive Ball Bounce
        2. Brick Drop
        3. Sack Drop
        4. Paper Drop
        5. Basic walk cycle - no arms
        6. Basic walk cycle - adding arms
        7. Character walks/strides
        8. Double Bounce, Skips, Sneaks, Limps etc.
    4. Student will create a storyboard for their project, define project and objectives, develop scripts, create sketches add anotationss, camera movements, etc.

Methods of Evaluating Student Progress

A. Research Projects
    1. 1-3 research projects based on history of animation
B. Projects
    1. one major project for the semester, several (5-6) smaller projects throughout the semester, as well as other assigned exercises
C. Oral Presentation
    1. one major project for the semester, several (5-6) smaller projects throughout the semester
D. Lab Activities
    1. weekly

Student Learning Outcomes

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

A. Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing.
B. Identify and incorporate principles of animation into their animation projects: Squash and stretch, Anticipation, Staging, Straight-ahead action and pose-to-pose, Follow through and overlapping action, Slow in and slow out, Arc, Secondary action, Timing, Exaggeration, Solid drawing, Appeal.
C. Create original animated artworks using a variety of methods.
D. Understand the role of animation as a medium within both historical and contemporary art practices.

E. Critically analyze their own work, as well as examples of animation from the larger media culture; Refine their own work based on critical feedback and self-evaluation; Collaborate with peers in the development and execution of animations.

Textbooks (Typical):

Textbook:

1. John Blain *Blender 2D Animation: The Complete Guide to the Grease Pencil*. 1 ed., A K Peters/CRC Press, 2021.
2. Tony White *2D OR NOT 2D: How to draw animation, traditionally or digitally*. 1 ed., Animation Legacy Series, 2024.
3. Walt Stanchfield, Don Hahn *Drawn to Life: 20 Golden Years of Disney Master Classes*. 1 ed., Routledge, 2009.
4. Ollie Johnston, Frank Thomas *The Illusion of Life: Disney Animation.*, Disney Editions, 1995.
5. Richard Williams *The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators.*, Farrar, Straus and Giroux, 2012.

LAS POSITAS COLLEGE

Course Outline for Noncredit English as a Second Language 260
Introduction to Achievement in Community College for ESL Students

Effective: Fall 2025

Catalog Description:

NESL 260 - Introduction to Achievement in Community College for ESL Students
3 Hours

Introduction to Achievement in Community College is designed to help ESL students identify which resources will help them succeed in ESL classes at LPC. This lab is especially helpful for new students before they begin ESL classes at LPC, and can also benefit continuing students.

Course Grading: Pass/No Pass

Total Noncredit Hours 3

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

A. Analyze and respond to American academic college expectations and culture
B. Access campus resources
C. Utilize technology necessary for ESL classes

Course Content:

1. Distinguish different programs, services, and campus resources at LPC appropriate for ESL student needs
2. Assess academic expectations and what constitutes cheating in American classrooms
3. Compare classroom culture at American colleges with student experiences in other countries
4. Interpret teacher expectations and classroom goals
5. Articulate and set goals in English
6. Establish time management skills for ESL classes
7. Use technology as it pertains to ESL courses
8. Analyze strategies for student success in ESL classrooms and at home

Methods of Instruction:

1. Guest Lecturers - Campus experts present to students
2. Discussion - In pairs, and small and large groups
3. Individualized Instruction - Based on students' needs
4. Lab - Activities in pairs and groups

Typical Assignments

A. Reading:
Read plagiarism article and discuss student resposibility

B. Writing:
Create a daily planner based on your ESL classes

C. Other:
Log into Canvas and zonemail

Methods of Evaluating Student Progress

A. Class Participation
    1. for the entire session
B. Lab Activities
    1. all activities for the entire session

Student Learning Outcomes

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

A. Identify which resources will help them succeed in ESL classes at LPC.

Textbooks (Typical):

Other Learning Materials:

1. Instructor provided handouts.

All Fields

LAS POSITAS COLLEGE

New Course: NESL 260 - Introduction to Achievement in Community College for ESL Students

Cover

Subject NESL
Course Number 260
Course Title Introduction to Achievement in Community College for ESL Students
Effective Term Fall 2025
Justification for course proposal
Navigating the Las Positas College processes and the expectations of being a college student can be very challenging for any student, but for a student with limited English proficiency, the journey sometimes ends prematurely due to the complexity of being a student. For these reasons, specialized and targeted just in time sessions will be critical to ensure student persistence and success and to serve the region's ESL educational pathway needs.
TOP Code 4930.87 - English as a Second Language - Integrated
Basic Skills Status B - Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level D - Four levels below transfer
Catalog Description
Introduction to Achievement in Community College is designed to help ESL students identify which resources will help them succeed in ESL classes at LPC. This lab is especially helpful for new students before they begin ESL classes at LPC, and can also benefit continuing students.
Material fees apply to this course? No
This course is part of a new program Yes
Enter program name Achievement in Community College for ESL Students
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

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

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category A - English as a Second Language (ESL)
Select here if this course will have variable units No

Instructional Categories (check all that apply)
Lecture No
Min Units
Max Units
Lab No
Min Units
Max Units
Work Experience No
Min Units
Max Units
Instructional Categories (check all that apply)
Lecture No
Min Hours
Max Hours
Lab Yes
Min Hours 3.000
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations
Total Noncredit Hours 3
Number of times a course can be taken for credit.
Justification for Repeatability
Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** English as a Second Language (ESL)
   Interdisciplinary
   Condition

English as a Second Language (ESL)

Course Objectives

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

1. **Objective Text**
   Analyze and respond to American academic college expectations and culture
2. **Objective Text**
   Access campus resources
3. **Objective Text**
   Utilize technology necessary for ESL classes

Course Content

Lecture Content
Lab Content

1. Distinguish different programs, services, and campus resources at LPC appropriate for ESL student needs
2. Assess academic expectations and what constitutes cheating in American classrooms
3. Compare classroom culture at American colleges with student experiences in other countries
4. Interpret teacher expectations and classroom goals

5. Articulate and set goals in English
6. Establish time management skills for ESL classes
7. Use technology as it pertains to ESL courses
8. Analyze strategies for student success in ESL classrooms and at home

Work Experience Content

Methods of Instruction

Check all that apply:

- Discussion
  Comments
  In pairs, and small and large groups
- Guest Lecturers
  Comments
  Campus experts present to students
- Individualized Instruction
  Comments
  Based on students' needs
- Lab
  Comments
  Activities in pairs and groups

Other No

Equity Based Curriculum

- Course Content
  Address
  Transitioning to college in a new culture and language can make it challenging for ESL students to advocate for themselves and find the support that they need. This course content ensures ESL/NESL students are made aware of wide variety of resources, opportunities and strategies to persist at LPC.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment
   Read plagiarism article and discuss student resposibility

2. **Assignment Type** Writing
   Add Assignment
   Create a daily planner based on your ESL classes

3. **Assignment Type** Other
   Add Assignment
   Log into Canvas and zonemail

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Identify which resources will help them succeed in ESL classes at LPC.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Determine which technology will effectively and efficiently produce the desired results
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Use appropriate technology to acquire, organize, analyze, and communicate
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Use critical thinking skills to identify and apply appropriate technology to achieve objectives

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

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

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

- Class Participation
  Frequency
  for the entire session
- Lab Activities
  Frequency
  all activities for the entire session

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? No
Curriculum Committee Approval Date
Effective Term
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.
Explain how the decision was made to offer this course in a Distance Education mode.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with

disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

Other No

Explain

Syllabus

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

Other No

Explain

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

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

No

A student can achieve the same goals and objectives identified in the course outline of record. No

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

No

The same assessments and level of student accountability can be achieved. No

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

Explain

DE Course Interactions

Instructor-Student Interaction

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

Student-Student Interaction

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

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

Student-Content Interaction

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

Textbooks/Materials

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

OER

Manual

Software

Other Learning Materials

1. **Other**
   Instructor provided handouts

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component No
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

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

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator McGurk, Julia

Origination Date
08/14/2024

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

Instructional Services
Effective Term Fall 2025

Implementation Date
10/01/2024

UC Approval Date

CSU Approval Date

Course CB Codes
CB00: State ID

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

D - Four levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

All Fields

LAS POSITAS COLLEGE

New Course: NESL 261 - Achievement in Community College for ESL Students 1

Cover

Subject NESL
Course Number 261
Course Title Achievement in Community College for ESL Students 1
Effective Term Fall 2025
Justification for course proposal
Navigating the Las Positas College processes and the expectations of being a college student can be very challenging for any student, but for a student with limited English proficiency, the journey sometimes ends prematurely due to the complexity of being a student. For these reasons, specialized and targeted just in time sessions will be critical to ensure student persistence and success and to serve the region's ESL educational pathway needs.
TOP Code 4930.87 - English as a Second Language - Integrated
Basic Skills Status B - Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level D - Four levels below transfer
Catalog Description
Achievement in Community College 1 for ESL Students is designed to help ESL students persist in LPC ESL classes.
Material fees apply to this course? No
This course is part of a new program Yes
Enter program name Achievement in Community College for ESL Students
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

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

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category A - English as a Second Language (ESL)
Select here if this course will have variable units No
Instructional Categories (check all that apply)
Lecture No

Min Units
Max Units
Lab No
Min Units
Max Units
Work Experience No
Min Units
Max Units
Instructional Categories (check all that apply)
Lecture No
Min Hours
Max Hours
Lab Yes
Min Hours 2.000
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

Total Noncredit Hours 2

Number of times a course can be taken for credit.
Justification for Repeatability
Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** English as a Second Language (ESL)
   Interdisciplinary
   Condition

English as a Second Language (ESL)

Course Objectives

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

1. **Objective Text**
   Analyze personal needs connected to learning English at a community college
2. **Objective Text**
   Articulate needs in English to a classroom instructor

Course Content

Lecture Content
Lab Content

1. Articulate and set goals in English
2. Establish time management skills for ESL classes
3. Review and analyze vocabulary for classroom success strategies (for example, "growth mindset")
4. Build awareness of different learning styles and self-evaluate
5. Develop critical thinking strategies
6. Discuss diversity on campus and explore ways in which students can connect and find a sense place

7. Practice mindfulness strategies
8. Develop communication strategies specific to interacting with instructors (for example, asking for help)

Work Experience Content

Methods of Instruction

Check all that apply:

- Demonstration
  Comments
  classroom success strategies
- Discussion
  Comments
  In pairs, and small and large groups
- Lab
  Comments
  Activities in pairs and groups

Other No

Equity Based Curriculum

- Course Content
  Address
  Transitioning to college in a new culture and language can make it challenging for ESL students to advocate for themselves and find the support that they need. This course content ensures ESL/NESL students are made aware of wide variety of resources, opportunities and strategies to persist at LPC.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   Role playing to practice student-teacher communication

2. **Assignment Type** Other
   Add Assignment
   Build vocabulary for different types of learning styles

3. **Assignment Type** Reading
   Add Assignment
   Review and discuss a short article on growth mindset

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Identify their learning styles and self-advocate.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Read Critically: Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Use appropriate technology to acquire, organize, analyze, and communicate
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Use critical thinking skills to identify and apply appropriate technology to achieve objectives

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

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

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

- Class Participation
  Frequency
  for the entire session
- Lab Activities
  Frequency
  all activities for the entire session

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? No
Curriculum Committee Approval Date
Effective Term
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.
Explain how the decision was made to offer this course in a Distance Education mode.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal

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

Other No

Explain

Syllabus

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

Other No

Explain

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

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

No

A student can achieve the same goals and objectives identified in the course outline of record. No

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

No

The same assessments and level of student accountability can be achieved. No

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

Explain

DE Course Interactions

Instructor-Student Interaction

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

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact

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

Student-Content Interaction

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

Textbooks/Materials

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

OER

Manual

Software

Other Learning Materials

1. **Other**
   Instructor provided handouts

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component No
Transferability

CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

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

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator McGurk, Julia

Origination Date
08/15/2024

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

Instructional Services
Effective Term Fall 2025

Implementation Date
10/12/2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code
493087 - English as a Second Language - Integrated

CIP Code

CB04: Credit Status
N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status
B - Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
D - Four levels below transfer

CB22: Non Credit Course Category
A - English as a Second Language (ESL)

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Noncredit English as a Second Language 261
Achievement in Community College for ESL Students 1

Effective: Fall 2025

Catalog Description:

NESL 261 - Achievement in Community College for ESL Students 1
2 Hours

Achievement in Community College 1 for ESL Students is designed to help ESL students persist in LPC ESL classes.

Course Grading: Pass/No Pass

Total Noncredit Hours 2

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

A. Analyze personal needs connected to learning English at a community college
B. Articulate needs in English to a classroom instructor

Course Content:

1. Articulate and set goals in English
2. Establish time management skills for ESL classes
3. Review and analyze vocabulary for classroom success strategies (for example, "growth mindset")
4. Build awareness of different learning styles and self-evaluate
5. Develop critical thinking strategies
6. Discuss diversity on campus and explore ways in which students can connect and find a sense place
7. Practice mindfulness strategies
8. Develop communication strategies specific to interacting with instructors (for example, asking for help)

Methods of Instruction:

1. Demonstration - classroom success strategies
2. Lab - Activities in pairs and groups
3. Discussion - In pairs, and small and large groups

Typical Assignments

A. Other:
Role playing to practice student-teacher communication

B. Other:
Build vocabulary for different types of learning styles

C. Reading:
Review and discuss a short article on growth mindset

Methods of Evaluating Student Progress

A. Class Participation
    1. for the entire session
B. Lab Activities
    1. all activities for the entire session

Student Learning Outcomes

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

A. Identify their learning styles and self-advocate.

Textbooks (Typical):

Other Learning Materials:

1. Instructor provided handouts.

All Fields

LAS POSITAS COLLEGE

New Course: NESL 262 - Achievement in Community College for ESL Students 2

Cover

Subject NESL
Course Number 262
Course Title Achievement in Community College for ESL Students 2
Effective Term Fall 2025
Justification for course proposal
Navigating the Las Positas College processes and the expectations of being a college student can be very challenging for any student, but for a student with limited English proficiency, the journey sometimes ends prematurely due to the complexity of being a student. For these reasons, specialized and targeted just in time sessions will be critical to ensure student persistence and success and to serve the region's ESL educational pathway needs.
TOP Code 4930.87 - English as a Second Language - Integrated
Basic Skills Status B - Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level D - Four levels below transfer
Catalog Description
Achievement in Community College for ESL Students 2 will teach English Language Learners the reading, vocabulary, speaking and listening skills necessary to understand major and degree options in order to create an education plan. Additionally, students will learn about campus clubs to support their personal interests and LPC and/or transfer goals.
Material fees apply to this course? No
This course is part of a new program Yes
Enter program name Achievement in Community College for ESL Students
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

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

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category A - English as a Second Language (ESL)
Select here if this course will have variable units No

Instructional Categories (check all that apply)
Lecture No
Min Units
Max Units
Lab No
Min Units
Max Units
Work Experience No
Min Units
Max Units
Instructional Categories (check all that apply)
Lecture No
Min Hours
Max Hours
Lab Yes
Min Hours 2.000
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations
Total Noncredit Hours 2
Number of times a course can be taken for credit.
Justification for Repeatability
Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** English as a Second Language (ESL)
   Interdisciplinary
   Condition

English as a Second Language (ESL)

Course Objectives

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

1. **Objective Text**
   Create a student education plan appropriate to student language ability and professional and/or academic experience
2. **Objective Text**
   Analyze different degrees and certificates appropriate to student language ability and professional and/or academic experience

Course Content

Lecture Content
Lab Content

1. Distinguish different degrees and certificates at LPC that are relevant for student's needs
2. Develop a Student Education Plan based on student needs
3. Build awareness of different LPC clubs that appeal to student's interests
4. Practice mindfulness and coping strategies

Work Experience Content

Methods of Instruction

Check all that apply:

- Discussion
  Comments
  In pairs and small and large groups
- Guest Lecturers
  Comments
  Guest lecturers from the Counseling Department, Student Health Center or other campus services
- Individualized Instruction
  Comments
  Based on student's needs
- Lab
  Comments
  In pairs and small groups

Other No

Equity Based Curriculum

- Course Content
  Address
  Transitioning to college in a new culture and language can make it challenging for ESL students to advocate for themselves and find the support that they need. This course content ensures ESL/NESL students are made aware of wide variety of resources, opportunities and strategies to persist at LPC.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Listen to presentation about majors and degrees available at LPC to analyze specific student needs and interests

2. **Assignment Type** Reading
   Add Assignment
   1. Read about a list of clubs available at LPC and discuss meaning and interest

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

Identify the various degrees and certificates offered at LPC and create a student education plan to help ensure student success and commitment.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically: Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

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

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

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

- Class Participation
  Frequency
  This occurs for the entire session.
- Lab Activities
  Frequency
  This occurs for the entire session.

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? No
Curriculum Committee Approval Date
Effective Term
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.
Explain how the decision was made to offer this course in a Distance Education mode.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

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

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

Other No

Explain

Syllabus

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

Other No

Explain

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

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

No

A student can achieve the same goals and objectives identified in the course outline of record. No

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

No

The same assessments and level of student accountability can be achieved. No

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

Explain

DE Course Interactions

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

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

Textbooks/Materials

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

OER

Manual

Software

Other Learning Materials

1. **Other**
   Instructor will provide handouts.

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component No
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

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

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Payne, Leslie

Origination Date
08/21/2024

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2025

Implementation Date

10/12/2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

D - Four levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Noncredit English as a Second Language 262
Achievement in Community College for ESL Students 2

Effective: Fall 2025

Catalog Description:

NESL 262 - Achievement in Community College for ESL Students 2
2 Hours

Achievement in Community College for ESL Students 2 will teach English Language Learners the reading, vocabulary, speaking and listening skills necessary to understand major and degree options in order to create an education plan. Additionally, students will learn about campus clubs to support their personal interests and LPC and/or transfer goals.

Course Grading: Pass/No Pass

Total Noncredit Hours 2

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

A. Create a student education plan appropriate to student language ability and professional and/or academic experience
B. Analyze different degrees and certificates appropriate to student language ability and professional and/or academic experience

Course Content:

1. Distinguish different degrees and certificates at LPC that are relevant for student's needs
2. Develop a Student Education Plan based on student needs
3. Build awareness of different LPC clubs that appeal to student's interests
4. Practice mindfulness and coping strategies

Methods of Instruction:

1. Discussion - In pairs and small and large groups

2. Guest Lecturers - Guest lecturers from the Counseling Department, Student Health Center or other campus services
3. Lab - In pairs and small groups
4. Individualized Instruction - Based on student's needs

Typical Assignments

A. Other:
    1. Listen to presentation about majors and degrees available at LPC to analyze specific student needs and interests
B. Reading:
    1. Read about a list of clubs available at LPC and discuss meaning and interest

Methods of Evaluating Student Progress

A. Class Participation
    1. This occurs for the entire session.
B. Lab Activities
    1. This occurs for the entire session.

Student Learning Outcomes

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

A. Identify the various degrees and certificates offered at LPC and create a student education plan to help ensure student success and commitment.

Textbooks (Typical):

Other Learning Materials:

1. Instructor will provide handouts. .

All Fields

LAS POSITAS COLLEGE

New Course: NESL 263 - Achievement in Community College for ESL Students 3

Cover

Subject NESL
Course Number 263
Course Title Achievement in Community College for ESL Students 3
Effective Term Fall 2025
Justification for course proposal
Navigating the Las Positas College processes and the expectations of being a college student can be very challenging for any student, but for a student with limited English proficiency, the journey sometimes ends prematurely due to the complexity of being a student. For these reasons, specialized and targeted just in time sessions will be critical to ensure student persistence and success and to serve the region's ESL educational pathway needs.
TOP Code 4930.87 - English as a Second Language - Integrated
Basic Skills Status B - Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level D - Four levels below transfer
Catalog Description
Achievement in Community College for ESL Students 3 will help students articulate short-term and long-term professional goals. Students will visit the Career Center to learn about student resources. Additionally, students will learn about current and future job opportunities that are relevant to their interests, experience, and future goals.
Material fees apply to this course? No
This course is part of a new program Yes
Enter program name Achievement in Community College for ESL Students
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

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

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category A - English as a Second Language (ESL)
Select here if this course will have variable units No

Instructional Categories (check all that apply)
Lecture No
Min Units
Max Units
Lab No
Min Units
Max Units
Work Experience No
Min Units
Max Units
Instructional Categories (check all that apply)
Lecture No
Min Hours
Max Hours
Lab Yes
Min Hours 2.000
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations
Total Noncredit Hours 2
Number of times a course can be taken for credit.
Justification for Repeatability
Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** English as a Second Language (ESL)
   Interdisciplinary
   Condition

English as a Second Language (ESL)

Course Objectives

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

1. **Objective Text**
   Establish short-term and long-term career goals
2. **Objective Text**
   Create a resume

Course Content

Lecture Content
Lab Content

1. Explore Career Center and analyze job opportunites appropriate for student's current language skills, abilities and experience.
2. Explore Career Center in order to learn about future job opportunites and their education requirements.
3. Build a resume.
4. Explore the Transfer Center.

Work Experience Content

Methods of Instruction

Check all that apply:

- Discussion
  Comments
  In pairs and small and large groups
- Guest Lecturers
  Comments
  Campus experts present to students
- Individualized Instruction
  Comments
  This will be based on student's needs
- Lab
  Comments
  In pairs and small groups

Other No

Equity Based Curriculum

- Course Content
  Address
  Transitioning to college in a new culture and language can make it challenging for ESL students to advocate for themselves and find the support that they need. This course content ensures ESL/NESL students are made aware of wide variety of resources, opportunities and strategies to persist at LPC.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Listen to lectures from campus experts

2. **Assignment Type** Writing
   Add Assignment
   1. Learn language and organizational structure for a resume
   2. Set short-term and long-term professional goals

3. **Assignment Type** Reading
   Add Assignment
   1. Read and comprehend current local job postings

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Articulate professional goals.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Read Critically: Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Determine which technology will effectively and efficiently produce the desired results
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Use appropriate technology to acquire, organize, analyze, and communicate

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

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

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

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

- Class Participation
  Frequency
  This occurs for the entire session
- Lab Activities
  Frequency
  All activities occur for the entire session

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? No
Curriculum Committee Approval Date
Effective Term
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.
Explain how the decision was made to offer this course in a Distance Education mode.
Emergency Delivery Methods

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

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

Accessibility

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

Other No

Explain

Syllabus

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

Other No

Explain

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

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

No

A student can achieve the same goals and objectives identified in the course outline of record. No

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

No

The same assessments and level of student accountability can be achieved. No

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

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the

case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

Student-Student Interaction

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

Student-Content Interaction

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

Textbooks/Materials

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

OER

Manual

Software

Other Learning Materials

1. **Other**
   The instructor will provide handouts

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component No
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

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

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Payne, Leslie
Origination Date
08/27/2024
Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2025

Implementation Date
10/12/2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code
493087 - English as a Second Language - Integrated

CIP Code

CB04: Credit Status
N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status
B - Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
D - Four levels below transfer

CB22: Non Credit Course Category
A - English as a Second Language (ESL)

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Noncredit English as a Second Language 263
Achievement in Community College for ESL Students 3

Effective: Fall 2025

Catalog Description:

NESL 263 - Achievement in Community College for ESL Students 3
2 Hours

Achievement in Community College for ESL Students 3 will help students articulate short-term and long-term professional goals. Students will visit the Career Center to learn about student resources. Additionally, students will learn about current and future job opportunities that are relevant to their interests, experience, and future goals.

Course Grading: Pass/No Pass

Total Noncredit Hours 2

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

A. Establish short-term and long-term career goals
B. Create a resume

Course Content:

1. Explore Career Center and analyze job opportunites appropriate for student's current language skills, abilities and experience.
2. Explore Career Center in order to learn about future job opportunites and their education requirements.
3. Build a resume.
4. Explore the Transfer Center.

Methods of Instruction:

1. Discussion - In pairs and small and large groups
2. Guest Lecturers - Campus experts present to students
3. Lab - In pairs and small groups

4. Individualized Instruction - This will be based on student's needs

Typical Assignments

A. Other:
    1. Listen to lectures from campus experts
B. Writing:
    1. Learn language and organizational structure for a resume
    2. Set short-term and long-term professional goals
C. Reading:
    1. Read and comprehend current local job postings

Methods of Evaluating Student Progress

A. Class Participation
    1. This occurs for the entire session
B. Lab Activities
    1. All activities occur for the entire session

Student Learning Outcomes

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

A. Articulate professional goals.

Textbooks (Typical):

Other Learning Materials:

1. The instructor will provide handouts.

All Fields

LAS POSITAS COLLEGE

New Course: NMUS 245 - Chamber Choir for Older Adults

Cover

Subject NMUS
Course Number 245
Course Title Chamber Choir for Older Adults
Effective Term Fall 2025
Justification for course proposal
Participating in a choir can offer older adults a myriad of benefits. From a medical standpoint, singing promotes better respiratory health, cardiovascular fitness, immune system function, and can aid in pain management. Psychologically, it reduces stress, stimulates cognition, fosters social connections, and enhances emotional well-being. Overall, engaging in a choir not only provides a fulfilling artistic experience but also contributes to improved physical and mental health in older adults.
TOP Code 1004.00 - Music
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course is for the study, rehearsal, and public performance of choral literature for the older adult, with a continued emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.
Material fees apply to this course? No
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

1. **Family** Music Orchestra/Symphony
   Family Description

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

1. **Course** 0 0

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category H - Courses for Older Adults: Education programs for older adults
Select here if this course will have variable units No
Instructional Categories (check all that apply)
Lecture No
Min Units
Max Units
Lab No
Min Units
Max Units
Work Experience No
Min Units 0.000
Max Units 0.000
Instructional Categories (check all that apply)
Lecture No
Min Hours 0.000
Max Hours 0.000
Lab Yes
Min Hours 54.000
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations
Total Noncredit Hours 54
Number of times a course can be taken for credit.
Justification for Repeatability
Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Music
   Interdisciplinary
   Condition

Music

Course Objectives

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

1. **Objective Text**
   Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.
2. **Objective Text**
   Compare, contrast and perform music from a variety of styles and eras including: Renaissance, Baroque, Classical, Romantic, and
   Contemporary literature, both sacred and secular.
3. **Objective Text**
   Study and perform advanced choral harmonies with excellent musicianship.
4. **Objective Text**
   Demonstrate successful ensemble methods, adhering to director's instructions.

5. **Objective Text**
   Demonstrate further improvement in performance ability in both solo and ensemble settings.
6. **Objective Text**
   Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
7. **Objective Text**
   Display a refined ability to independently carry one's part and sing within an ensemble.
8. **Objective Text**
   Audition for solo opportunities when made available.
9. **Objective Text**
   Memorize performance material when necessary.
10. **Objective Text**
    Improve and maintain mental acuity through memorization and active learning.

Course Content

Lecture Content

Lab Content

1. Rhythm
    1. Precise reading and performance of intermediate to advanced rhythms
    2. Performing together as a section and ensemble
    3. Improving and maintaining finger dexterity and musculature
    4. Following the conductor as applicable
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles.
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble
3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression
    1. Accurate performance of markings
    2. Follow the conductor's gestures as applicable
    3. Sharpening auditory skills
5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation.
7. Misc.

8. Ensemble specific performance practices
9. Period performance practices as applicable
10. Improved solos as applicable
11. Memorization of performance repertoire as directed

Work Experience Content

Methods of Instruction

Check all that apply:

- Critique
  Comments
  Students work with guest conductors and clinicians.
- Critique
  Comments
  Student critique post concert.
- Demonstration
  Comments
  Ability to sing with skill using blend, expression and other nuances. Public performances in concerts, festivals and competitions.
- Discussion
  Comments
  Analysis of performance recordings, self-evaluation of rehearsal techniques.
- Field Trips
  Comments
  Exchanges with local High Schools, choral festivals like San Jose State Choral Festival or Sacramento Golden State Festival.
- Guest Lecturers
  Comments
  The students work with Vocal Technique educators and other experts in the field of choral music.Weekly sectional rehearsals.
- Lab
  Comments
  Weekly sectional rehearsals.

Other Yes

1. **Explain**
   Group presentation
2. **Explain**
   Ensemble rehearsal
3. **Explain**
   Sectional rehearsal
4. **Explain**
   Individual performance

Equity Based Curriculum

- Typical Texts
  Address
  All sheet music is provided to students.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Hold a sectional rehearsal with the singers of your section.
   2. Accurately perform the complex rhythms of “Time” by Jennifer Lucy Cook.
   3. Learn the German pronunciation for Brahms' “O Schöne Nacht”
   4. Memorize the bass part to “The Snow” by Edward Elgar.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:
2. **Outcome Text**
   Demonstrate improvements in advanced rhythms, intonation, overall musicianship, and ability to carry one’s part singing within an ensemble.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:
3. **Outcome Text**
   Demonstrate successful ensemble methods, adhering to director’s instructions.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

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

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Enrollment Limitation
   Subject
   Requisite Course
   Non Course Requirements
   Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course
   Min Grade
   Comments
   Requisite Validation Content Review
   Skills Analysis
   Requisite Course Objective(s)

Catalog View Enrollment Limitation: Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

Methods of Evaluation

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

- Exams/Tests
  Frequency
  2-3 per semester
- Field Trips
  Frequency
  1-3 per semester
- Class Participation
  Frequency
  Daily
- Class Work
  Frequency
  Weekly
- Home Work
  Frequency
  Daily practice
- Class Performance
  Frequency
  Weekly
- Final Public Performance
  Frequency
  1-3 per semester

Other No
Please Explain

Distance Education

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

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

Explain why this course should be offered in Distance Education mode.
In discussion and practice with my music colleagues, we agree that SLOs NMUS 245
can be easily met in a hybrid modality. In-person rehearsals will be supplemented with online resources such as part track recordings, reference recordings and performance videos that students require to prepare in self-study.
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after consulting faculty and students.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.
In discussion and practice with my music colleagues, we felt that (though not ideal) NMUS 246 is able to meet course outcomes fully online. It can also meet them partially online even under normal circumstances.
Accessibility

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

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

Other No

Explain

Syllabus

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

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

Other No

Explain

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

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

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

Yes

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

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

Yes

The same assessments and level of student accountability can be achieved. Yes
If there are any topics you did not choose, use the text box below to explain why. Yes
Explain

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  1-3 discussion boards per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Feedback on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  1-3 Announcements per month.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency
  as needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  weekly

Student-Student Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  1-3 per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  as needed
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency
  weekly

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  1-3 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  1-3 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  5-8 per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  1-3 per semester

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No

Manuals/Periodicals No
Software No
Other Yes
Textbook

1. **Author(s)** Donald Brinegar
   Title APROARTE - A Nested Hierarchy of Expressive Singing
   Edition 1st
   Publisher GoshPa Press
   ISBN-13 9798851536281
   Year 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

1. **Other**
   All sheet music is provided to students.

Other Materials Required of Students

v

1. **Enter Required Material**
   Repertoire appropriate to ensemble will be provided by instructor from school collection.

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID

New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

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

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Preponis, Andreas
Origination Date
10/10/2024
Proposal Type
New Course
Parent Course
No Previous Course
Entry of Special Dates
Instructional Services
Effective Term Fall 2025
Implementation Date
10/14/2024
UC Approval Date
CSU Approval Date
Course CB Codes
CB00: State ID
CB03: TOP Code
100400 - Music
CIP Code
CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

H - Courses for Older Adults: Education programs for older adults

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Noncredit Music 245
Chamber Choir for Older Adults

Effective: Fall 2025

Catalog Description:

NMUS 245 - Chamber Choir for Older Adults
54 Hours

This course is for the study, rehearsal, and public performance of choral literature for the older adult, with a continued emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.

Enrollment Limitation: Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

Music

Course Objectives:

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

A. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.
B. Compare, contrast and perform music from a variety of styles and eras including: Renaissance, Baroque, Classical, Romantic, and Contemporary literature, both sacred and secular.
C. Study and perform advanced choral harmonies with excellent musicianship.
D. Demonstrate successful ensemble methods, adhering to director's instructions.
E. Demonstrate further improvement in performance ability in both solo and ensemble settings.
F. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
G. Display a refined ability to independently carry one’s part and sing within an ensemble.
H. Audition for solo opportunities when made available.
I. Memorize performance material when necessary.
J. Improve and maintain mental acuity through memorization and active learning.

Course Content:

1. Rhythm
    1. Precise reading and performance of intermediate to advanced rhythms
    2. Performing together as a section and ensemble
    3. Improving and maintaining finger dexterity and musculature
    4. Following the conductor as applicable
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles.
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble
3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression
    1. Accurate performance of markings
    2. Follow the conductor's gestures as applicable
    3. Sharpening auditory skills
5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation.
7. Misc.
    8. Ensemble specific performance practices
    9. Period performance practices as applicable
    10. Improved solos as applicable
    11. Memorization of performance repertoire as directed

Methods of Instruction:

1. Critique - Students work with guest conductors and clinicians.
2. Field Trips - Exchanges with local High Schools, choral festivals like San Jose State Choral Festival or Sacramento Golden State Festival.
3. Discussion - Analysis of performance recordings, self-evaluation of rehearsal techniques.
4. Demonstration - Ability to sing with skill using blend, expression and other nuances. Public performances in concerts, festivals and competitions.
5. Lab - Weekly sectional rehearsals.
6. Critique - Student critique post concert.

7. Guest Lecturers - The students work with Vocal Technique educators and other experts in the field of choral music.Weekly sectional rehearsals.
8. Group presentation
9. Ensemble rehearsal
10. Sectional rehearsal
11. Individual performance

Typical Assignments

A. Laboratory:
    1. Hold a sectional rehearsal with the singers of your section.
    2. Accurately perform the complex rhythms of “Time” by Jennifer Lucy Cook.
    3. Learn the German pronunciation for Brahms' “O Schöne Nacht”
    4. Memorize the bass part to “The Snow” by Edward Elgar.

Methods of Evaluating Student Progress

A. Class Work
    1. Weekly
B. Exams/Tests
    1. 2-3 per semester
C. Home Work
    1. Daily practice
D. Class Performance
    1. Weekly
E. Final Public Performance
    1. 1-3 per semester
F. Field Trips
    1. 1-3 per semester
G. Class Participation
    1. Daily

Student Learning Outcomes

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

A. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
B. Demonstrate improvements in advanced rhythms, intonation, overall musicianship, and ability to carry one’s part singing within an ensemble.
C. Demonstrate successful ensemble methods, adhering to director’s instructions.

Textbooks (Typical):

Textbook:

1. Donald Brinegar *APROARTE - A Nested Hierarchy of Expressive Singing.* 1st ed., GoshPa Press, 2023.

Other Learning Materials:

1. All sheet music is provided to students..

Other Materials Required of Students

Other Materials Required of Students:

1. Repertoire appropriate to ensemble will be provided by instructor from school collection..

All Fields

LAS POSITAS COLLEGE

New Course: NMUS 246 - Vocal Jazz Ensemble for Older Adults

Cover

Subject NMUS
Course Number 246
Course Title Vocal Jazz Ensemble for Older Adults
Effective Term Fall 2025
Justification for course proposal
Participating in a vocal jazz ensemble can offer older adults a myriad of benefits. From a medical standpoint, singing promotes better respiratory health, cardiovascular fitness, immune system function, and can aid in pain management. Psychologically, it reduces stress, stimulates cognition, fosters social connections, and enhances emotional well-being. Overall, engaging in a vocal jazz ensemble not only provides a fulfilling artistic experience but also contributes to improved physical and mental health in older adults.
TOP Code 1004.00 - Music
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course is for the study, rehearsal, and public performance of vocal jazz literature for the older adult, with an emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.
Material fees apply to this course? No
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

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

Course Equivalency

Is this course part of a family No

1. **Family** Music Orchestra/Symphony
   Family Description

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

1. **Course** 0 0

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category H - Courses for Older Adults: Education programs for older adults
Select here if this course will have variable units No
Instructional Categories (check all that apply)
Lecture No
Min Units
Max Units
Lab No
Min Units
Max Units
Work Experience No
Min Units 0.000
Max Units 0.000
Instructional Categories (check all that apply)
Lecture No
Min Hours 0.000
Max Hours 0.000
Lab Yes
Min Hours 54.000
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations
Total Noncredit Hours 54
Number of times a course can be taken for credit. 4
Justification for Repeatability
Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Music
   Interdisciplinary
   Condition

Music

Course Objectives

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

1. **Objective Text**
   Memorize performance material when necessary.
2. **Objective Text**
   Demonstrate advanced understanding of the performance sound system, including safe set-up, take-down, and operation.
3. **Objective Text**
   Perform as a jazz vocalist with a combo or big band.
4. **Objective Text**
   Audition for solo opportunities when made available.
5. **Objective Text**
   Display a refined ability to independently carry one’s part and sing within an ensemble.

6. **Objective Text**
   Compare, contrast and perform music from a variety of jazz and pop/rock styles including: Swing, Latin, Blues, Ballad, Bebop,
   Fusion, and Contemporary.
7. **Objective Text**
   Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
8. **Objective Text**
   Study and perform intermediate solo vocal improvisation using appropriate syllables and articulations.
9. **Objective Text**
   Study and perform advanced harmonies with excellent musicianship.
10. **Objective Text**
    Demonstrate further improvement in performance ability in both solo and ensemble settings.
11. **Objective Text**
    Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.
12. **Objective Text**
    Demonstrate successful ensemble methods, adhering to director's instructions.
13. **Objective Text**
    Improve and maintain mental acuity through memorization and active learning.

Course Content

Lecture Content

Lab Content

1. Rhythm
    1. Precise reading and performance of intermediate to advanced rhythms
    2. Performing together as a section and ensemble
    3. Improving and maintaining finger dexterity and musculature
    4. Following the conductor as applicable
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles.
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble
3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression
    1. Accurate performance of markings
    2. Follow the conductor's gestures as applicable

3. Sharpening auditory skills
5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation.
7. Misc.
    1. Ensemble specific performance practices
    2. Period performance practices as applicable
    3. Improved solos as applicable
    4. Memorization of performance repertoire as directed

Work Experience Content

Methods of Instruction

Check all that apply:

- Critique
  Comments
  Students work with guest conductors and clinicians.
- Critique
  Comments
  Student critique post concert.
- Demonstration
  Comments
  Ability to sing with skill using blend, expression and other nuances. Public performances in concerts, festivals and competitions.
- Discussion
  Comments
  Analysis of performance recordings, self-evaluation of rehearsal techniques.
- Field Trips
  Comments
  Local High Schools, Jazz Festivals like Cuesta College Vocal Jazz Festival or the California Jazz Championships,
- Guest Lecturers
  Comments
  The students work with Vocal Technique educators and other experts in the field of vocal jazz.
- Lab
  Comments
  Weekly sectional rehearsals.

Other Yes

1. **Explain**
   Group presentation
2. **Explain**
   Ensemble rehearsal

3. **Explain**
   Sectional rehearsal
4. **Explain**
   Individual performance
5. **Explain**
   Recordings
   1. Performance in a recording session
   2. Analysis a previously recorded rehearsal or concert performance
   3. Listen to recordings of works being prepared

Equity Based Curriculum

- Course Content
  Address
  History of Vocal Jazz as an African-American music tradition is taught with examples of notable performers in the genre. In addition, repertoire of Central and South American cultures that influenced Jazz as a genre are studied and performed.
- Methods of Evaluation
  Address
  The evaluation is based on a students individual growth and progress throughout the term.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Choose a standard jazz solo and create a non-traditional arrangement with help from the rhythm section.
   2. Memorize the tenor solo in “Me and Julio Down by the Schoolyard” by Paul Simon, arranged by Darmon Meader.
   3. Develop and improvise a sixteen bar Latin phrase. Use the chord changes given, and improvise your own melodic content.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Demonstrate overall musicianship and ability to carry one’s part singing within an ensemble.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

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

Demonstrate understanding of the performance sound system, including safe set-up, take-down, and operation.
This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

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

3. **Outcome Text**
   Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

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

4. **Outcome Text**
   Perform solo improvisation using appropriate syllables and articulations.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

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

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Enrollment Limitation
   Subject
   Requisite Course
   Non Course Requirements
   Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course

   Min Grade
   Comments
   Requisite Validation Content Review
   Skills Analysis
   Requisite Course Objective(s)

Catalog View Enrollment Limitation: Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course .

Methods of Evaluation

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

- Exams/Tests
  Frequency
  2-4 per semester
- Field Trips
  Frequency
  1-3 per semester
- Class Participation
  Frequency
  Daily
- Class Work
  Frequency
  Weekly
- Home Work
  Frequency
  Daily practice
- Class Performance
  Frequency
  Weekly
- Final Public Performance
  Frequency
  1-3 per semester

Other Yes
Please Explain
The evaluation is based on a students individual growth and progress throughout the term.

Distance Education

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

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

delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

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

In discussion and practice with my music colleagues, we agree that SLOs NMUS 246
can be easily met in a hybrid modality. In-person rehearsals will be supplemented with online resources such as part track recordings, reference recordings and performance videos that students require to prepare in self-study.

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

The decision was made after consulting faculty and students.

Emergency Delivery Methods

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

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

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

In discussion and practice with my music colleagues, we felt that (though not ideal) NMUS 246 is able to meet course outcomes fully online. It can also meet them partially online even under normal circumstances.

Accessibility

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

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

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that

instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

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

DE Course Interactions

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

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

1-3 discussion boards per semester

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Feedback on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  1-3 Announcements per month.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency
  as needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  weekly

Student-Student Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  1-3 per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  as needed
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency
  weekly

Student-Content Interaction

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

how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  1-3 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  1-3 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  5-8 per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  1-3 per semester

Textbooks/Materials

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

1. **Author(s)** Bermejo, Mili
   Title Jazz Vocal Improvisation: An Instrumental Approach
   Edition 1st Edition
   Publisher Berklee Press
   ISBN-13
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   This is the latest edition of a seminal text.
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Repertoire appropriate to ensemble will be provided by instructor from school collection.

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

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

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Preponis, Andreas

Origination Date
10/10/2024

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

- Board of Trustees
  07/19/2022
- State Approval
  10/26/2022
- CC Approval
  05/23/2022

Instructional Services

Effective Term Fall 2025

Implementation Date
10/14/2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID
CCC000633726

CB03: TOP Code
100400 - Music

CIP Code

CB04: Credit Status
N - Non Credit

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status
N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

H - Courses for Older Adults: Education programs for older adults

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Noncredit Music 246
Vocal Jazz Ensemble for Older Adults

Effective: Fall 2025

Catalog Description:

NMUS 246 - Vocal Jazz Ensemble for Older Adults
54 Hours

This course is for the study, rehearsal, and public performance of vocal jazz literature for the older adult, with an emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.

Enrollment Limitation: Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course .

Course Grading: Pass/No Pass

Total Noncredit 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. Memorize performance material when necessary.
B. Demonstrate advanced understanding of the performance sound system, including safe set-up, take-down, and operation.
C. Perform as a jazz vocalist with a combo or big band.
D. Audition for solo opportunities when made available.
E. Display a refined ability to independently carry one's part and sing within an ensemble.
F. Compare, contrast and perform music from a variety of jazz and pop/rock styles including: Swing, Latin, Blues, Ballad, Bebop, Fusion, and Contemporary.

G. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
H. Study and perform intermediate solo vocal improvisation using appropriate syllables and articulations.
I. Study and perform advanced harmonies with excellent musicianship.
J. Demonstrate further improvement in performance ability in both solo and ensemble settings.
K. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.
L. Demonstrate successful ensemble methods, adhering to director's instructions.
M. Improve and maintain mental acuity through memorization and active learning.

Course Content:

1. Rhythm
    1. Precise reading and performance of intermediate to advanced rhythms
    2. Performing together as a section and ensemble
    3. Improving and maintaining finger dexterity and musculature
    4. Following the conductor as applicable
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles.
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble
3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression
    1. Accurate performance of markings
    2. Follow the conductor's gestures as applicable
    3. Sharpening auditory skills
5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation.
7. Misc.
    1. Ensemble specific performance practices
    2. Period performance practices as applicable
    3. Improved solos as applicable
    4. Memorization of performance repertoire as directed

Methods of Instruction:

1. Critique - Students work with guest conductors and clinicians.
2. Field Trips - Local High Schools, Jazz Festivals like Cuesta College Vocal Jazz Festival or the California Jazz Championships,
3. Demonstration - Ability to sing with skill using blend, expression and other nuances. Public performances in concerts, festivals and competitions.
4. Lab - Weekly sectional rehearsals.
5. Critique - Student critique post concert.
6. Discussion - Analysis of performance recordings, self-evaluation of rehearsal techniques.
7. Guest Lecturers - The students work with Vocal Technique educators and other experts in the field of vocal jazz.
8. Group presentation
9. Ensemble rehearsal
10. Sectional rehearsal
11. Individual performance
12. Recordings 1. Performance in a recording session 2. Analysis a previously recorded rehearsal or concert performance 3. Listen to recordings of works being prepared

Typical Assignments

A. Laboratory:
    1. Choose a standard jazz solo and create a non-traditional arrangement with help from the rhythm section.
    2. Memorize the tenor solo in “Me and Julio Down by the Schoolyard” by Paul Simon, arranged by Darmon Meader.
    3. Develop and improvise a sixteen bar Latin phrase. Use the chord changes given, and improvise your own melodic content.

Methods of Evaluating Student Progress

A. Final Public Performance
    1. 1-3 per semester
B. Class Work
    1. Weekly
C. Home Work
    1. Daily practice
D. Class Performance
    1. Weekly
E. Field Trips
    1. 1-3 per semester
F. Class Participation
    1. Daily
G. Exams/Tests
    1. 2-4 per semester
H. The evaluation is based on a students individual growth and progress throughout the term.

Student Learning Outcomes

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

A. Perform solo improvisation using appropriate syllables and articulations.
B. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
C. Demonstrate understanding of the performance sound system, including safe set-up, take-down, and operation.
D. Demonstrate overall musicianship and ability to carry one's part singing within an ensemble.

Textbooks (Typical):

Textbook:

1. Bermejo, Mili *Jazz Vocal Improvisation: An Instrumental Approach*. 1st Edition ed., Berklee Press, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Repertoire appropriate to ensemble will be provided by instructor from school collection..

5.2 Course Modifications

- ANTR 1 Biological Anthropology
- ANTR 1L Biological Anthropology Laboratory
- ANTR 2 Introduction to Archaeology
- ANTR 29A Independent Study, Cultural Anthropology
- ANTR 29B Independent Study, Biological Anthropology
- ANTR 29C Independent Study, Archaeology/Prehistory
- ANTR 29D Independent Study, Linguistic Anthropology
- ANTR 3 Cultural Anthropology
- ANTR 4 Language and Culture
- ANTR 7 Native American Cultures of North America
- ANTR 12 Magic/Religion/Witchcraft/Healing
- ANTR 13 Introduction to Forensic Anthropology
- ARHS 1 Introduction to Art History
- ARHS 2 Art of the Ancient Americas
- ARHS 3 Arts of Africa, Oceania, and Indigenous North Americas
- ARHS 4 Western Art History - Ancient to Medieval
- ARHS 6 Museum & Gallery Techniques
- ARHS 7 Modern Art History
- ARHS 8 Asian Art History
- BIO 20 Contemporary Human Biology
- BUSN 20 International Business
- BUSN 45 Entrepreneurship
- CIS 79 Medical Office Procedures
- CMST 3 Group Communication
- CMST 4 Introduction to Communication Studies
- CMST 10 Interpersonal Communication
- CMST 11 Intercultural Communication
- CMST 46 Argumentation and Debate
- CNT 55 Windows Server Installation, Storage, and Compute
- CNT 56 Networking with Windows Serve
- CNT 8001 Cisco CCNA1/3 Introduction to Networks (ITN)
- CNT 8002 Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)
- CNT 8003 Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)

- DANC 2A Jazz Dance Fundamentals/Beginning
- DANC 2B Jazz Dance Beginning/Intermediate
- DANC 3A Ballet Fundamentals/Beginning
- DANC 6A Choreography for the Stage Fundamentals/Beginning
- DANC 6B Choreography for the Stage Beginning/Intermediate
- ECE 10 Introduction to Education
- EMS 10 Paramedic Theory 1
- EMS 11 Paramedic Theory 2
- EMS 12 Paramedic Laboratory 1
- EMS 13 Paramedic Laboratory 2
- EMS 16 Paramedic Clinical Internship
- EMS 17 Paramedic Field Internship
- EMS 20 Emergency Medical Technician
- EMS 30 Emergency Medical Responder
- EMS 62 Basic Medical Terminology
- EMS 70 CPR for Healthcare Providers
- ENG 12B Craft of Writing Fiction: Intermediate
- ENG 12C Craft of Writing Fiction: Advanced
- ENG 20 Studies in Shakespeare
- ENG 29 Independent Study, English
- ENG 44 Literature of the American West
- ENG 45 Studies in Fiction
- ENGR 1 Introduction to Engineering
- ENGR 23 Engineering Graphics
- ENGR 26 Computational Methods for Engineers and Scientists
- ETHS 1 Introduction to Ethnic Studies
- ETHS 20 Introduction to Asian American Studies
- ETHS 40 Introduction to Native American Studies
- EVST 5 Energy and Sustainability
- FREN 1A Beginning French
- GDDM 45A Digital Painting I
- GDDM 45B Digital Painting II
- GDDM 57 Branding and Identity Design
- GDDM 58 Adobe Photoshop II
- HEA 11 Health and Social Justice
- JAMS 23 Digital Storytelling

- KIN 16 The Successful Student Athlete
- KIN 29A Independent Study, Intercollegiate Athletics
- KIN 29K Independent Study, Kinesiology
- KIN 29P Independent Study, Physical Education
- KIN 38A Pre-Season Intercollegiate Men's Soccer
- KIN 38B Intercollegiate Men's Soccer
- KIN 38C Post Season Intercollegiate Men's Soccer
- KIN 48A Pre-Season Intercollegiate Women’s Soccer
- KIN 48B Intercollegiate Women’s Soccer
- MATH 100C Concurrent Support for SLAM Mathematics
- MATH 101C Concurrent Support for BSTEM Mathematics
- MUS 11 Commercial Music Combo
- MUS 19 Music Composition
- MUS 34 Music in Film
- MUS 44 Concert Choir
- MUS 45 Chamber Choir
- MUS 46 Vocal Jazz Ensemble
- NBUS 200 Communication in the Workplace
- NMAT 200C Concurrent Support for SLAM Mathematics
- NMAT 201C Concurrent Support for BSTEM Mathematics
- NMAT 265 Math Jam for BSTEM & Calculus I Preparation
- PHIL 1 God, Nature, Human Nature
- PHIL 4 Introduction to Philosophy: Knowledge
- PHIL 6 Introduction to Logic
- PHIL 8 Logic and Argumentation
- PHTO 51B Individual Projects B
- PHTO 60 Intermediate Black and White Photography
- PSYC 4 Brain, Mind, and Behavior
- SOC 6 Social Problems
- SOC 11 Sociology of Gender
- SOC 29 Independent Study, Sociology
- SPAN 1A Introduction to Forensic Anthropology
- SPAN 1B Elementary Spanish
- SPAN 2A Intermediate Spanish I
- SPAN 2B Intermediate Spanish II
- THEA 4 Modern American Theater

- THEA 39A Musical Theater Workshop - Beginning
- THEA 39B Musical Theater Workshop - Intermediate
- THEA 39C Musical Theater Workshop - Advanced

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ANTR 1 - Biological Anthropology

Course Modification: ANTR 1 - Biological Anthropology (Launched - Implemented 10-07-2024)
compared with
ANTR 1 - Biological Anthropology (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

Course Content

Lecture Content

1. Nature of scientific inquiry and the scientific method
2. Anthropological perspective
3. History and development of biological evolutionary thought
4. Molecular, Mendelian and population genetics
5. Mechanisms of evolution
6. Comparative primate taxonomy, anatomy and behavior
7. The nature of the fossil record including dating techniques
8. Fossil and genetic evidence of human evolution
9. Biocultural adaptations and modern human variation
10. Deconstructing the biological concept of "race"

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Presentation of thematically appropriate audio-visual materials
- Classroom Activity
  Comments
  Practice completing Punnet square exercises for discrete, co-dominant, and sex-linked traits.
- Discussion
  Comments
  Facilitate relevant thematically guided peer-to-peer and/or class dialogs.
- Lecture
  Comments
  Instructor provides a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
- Research
  Comments
  ~~Research~~ Presentation ~~project~~ of published, academic, or professional research that includes methods, data, and/or conclusions.

Equity Based Curriculum

- Measurable Objectives
  Address
  Three measurable objectives focus on race: "Define the scope of anthropology and discuss the role of biological anthropology within the discipline, Identify the biological and cultural factors responsible for human variation, and Deconstruct the biological concept of race." These contextualize the main tenets of anthropology as multiculturalism, holism, and recognizing global diversity. It also recognizes its formative role in forming racial categories in the 1800s, and as a discipline led to have race redefined as culturally constructed and not biologically based. The American Association of Anthropology ethics statement conceptualizes our role a self reflective discipline critiquing ethnocentrism, advocating against racism, and being inclusive to a diverse range of interests.
- Course Content
  Address
  In a similar manner as the section on measurable objectives, the course content explicitly covers three areas where diversity, multi-culturalism, and race/ethnicity are focused upon: 1) Anthropological perspective, 9) Bio-cultural adaptations and modern human variation, 10) Deconstructing the biological concept of "race". More than a quarter of the course content focuses on how has race has no biological

basis, in contrast, it is culturally constructed, in a constant process of change, and experienced and practiced in many forms globally. This content views racism is “a system of advantages and disadvantages based on race."

- Typical Texts
  Address
  All sections use an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format.
- Library
  Address
  A hard copy of the textbook is available on Reserve Reading

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. ~~Read the textbook chapter on Mendelian genetics; using a Punnett Square diagram, map out the results of a union between two carriers for a recessive trait.~~

      1. ~~What percentage of offspring would we expect not to show the recessive trait?~~ Explain and use examples Charles Darwin's theory of natural selection using relevant concepts including fitness and selective pressure.

2. **Assignment Type** Reading
   Add Assignment

   1. ~~Read "Two Questions about Race" by Alan Goodman (2006) and summarize his argument against using "race" as a biological category.~~ Read " Racism, Not Race: Answers to Frequently Asked Questions " by Alan Goodman and Joseph L. Graves (2022) and summarize the argument against using "race" as a biological category.

   2. ~~Explain Charles Darwin's theory of natural selection using relevant concepts including fitness and selective pressure.~~ Read the textbook chapter on Mendelian genetics; using a Punnett Square diagram, map out the results of a union between two carriers for a recessive trait. What percentage of offspring would we expect not to show the recessive trait?

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of ANTR 1, students will be able to deconstruct~~ Deconstruct the biological concept of "race."

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

2. **Outcome Text**

~~Upon completion of ANTR 1, students will be able to describe~~ Describe and identify fossil hominid species.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments

3. **Outcome Text**

~~Upon completion of ANTR 1, students will be able to explain~~ Explain how natural selection works.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of written texts

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject ~~- (test)~~
   Requisite Course ~~- Eligib - (Historical)~~
   Comments Eligibility for ENGL C1000
   Requisite Validation ~~Content Review~~ Advisory
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Annotate a text during the act of reading~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Employ strategies that enable a critical evaluation of a text~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Respond critically to a text through class discussions and writing~~
     ~~**Degree of Importance** - Not Necessary~~

- ~~- Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Write effective summaries of texts that avoid wording and sentence structure of the original~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Respond to texts drawing on personal experience and other texts~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Organize coherent essays around a central idea or a position~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Apply structural elements in writing that are appropriate to the audience and purpose~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Provide appropriate and accurate evidence to support positions and conclusions~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing~~
  ~~**Degree of Importance** - Required~~
- ~~- Utilize effective grammar recall to check sentences for correct grammar and mechanics~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Proofread his/her own and others' prose~~
  ~~**Degree of Importance** - Not Necessary~~

Catalog View **Recommended Course Preparation:** ~~-~~ ~~Eligib~~ Eligibility for ENGL C1000

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  One ~~midterm~~ to two midterms and final ~~exams~~ exam
- Quizzes
  Frequency
  Periodic testing based upon textbook chapter content.
- Papers
  Frequency
  ~~Midterm~~ Periodic ~~and/or~~ short ~~final~~ reflective ~~paper~~ essays.
- Home Work
  Frequency
  Weekly ~~homework~~ readings and/or critical analysis of audio/visual content.

Distance Education

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

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

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

Explain how the decision was made to offer this course in a Distance Education mode.
As Program ~~Lead~~ Coordinator , I conferred with ~~my~~ our ~~full-time~~ adjunct ~~colleague, Daniel Cearley, as well as the usual Instructors~~ Instructor of Record for the course who teach the various types of modalities; DE, hybrid, and in-person instruction . There is consensus and agreement to offer this course in a Distance Education mode.
~~Emergency Delivery Methods~~ Syllabus
~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~ Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Partially Instructor Online: response *Also time.*
- ~~*known*~~ *Grade* ~~*as*~~ *turnaround* ~~*hybrid:*~~ *time.*
- ~~*Instruction*~~ *Student* ~~*involving*~~ *participation.*

- ~~regular~~ Instructor participation.
- Student rights and ~~effective~~ responsibilities.
- ~~online~~ Student ~~interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered~~ behavior in ~~person and online through the college's learning management system, and through the use of other required materials. Any portion of~~ a ~~class~~ DE ~~that~~ course.
- ~~is~~ Academic ~~delivered online follows a separate approval and meets the regular and effective contact regulation~~ Integrity . ~~The schedule of classes indicates dates, times and locations of in-person meetings.~~

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. ~~**Author(s)** - Robert Jurmain, Lynn Kilgore, Wenda Trevathan, Eric Bartelink~~
   ~~**Title** - Essentials of Physical Anthropology~~
   ~~**Edition** - 10~~
   ~~**Publisher** - Cengage~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2016~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - Standard text.~~
2. ~~**Title** - Our Origins: Discovering Physical Anthropology~~
   ~~**Edition** - 4~~
   ~~**Publisher** - Norton~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2017~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - Standard text.~~
3. ~~**Author(s)** - Craig Stanford, John S. Allen, Susan C. Anton~~
   ~~**Title** - Exploring Biological Anthropology: The Essentials~~
   ~~**Edition** - 4~~
   ~~**Publisher** - Pearson~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2016~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~

4. **Author(s)** Craig Stanford, John S. Allen, Susan C. Anton
   Title Biological Anthropology: The Natural History of Humankind
   Edition ~~4~~ 5
   Publisher Pearson
   ISBN-13 978-0131828926
   Year ~~2016~~ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
5. **Title** Essentials of Biological Anthropology
   Edition 6
   Publisher W.W. Norton
   ISBN-13 978-1-324-08401-3
   Year 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

OER

1. **Author(s)** Beth Shook, Lara Braff, Katie Nelson, Kelsie Aguilera
   Title Explorations: An Open Invitation to Biological Anthropology
   Edition 2
   Publisher Creative Commons Attribution-NonCommercial 4.0 International License
   URL https://explorations.americananthro.org/
   Year 2023
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

Other Learning Materials

1. **Other**
   This course uses an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format.

General Education/Transfer Request

Cal-GETC Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- 5B - Biological Science
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ANTH 110

Already approved unsubstantial change Yes

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

Codes and Dates

Course Codes

Originator ~~Hasten, Lucas~~ Cearley, Daniel

Origination Date

~~11~~ 09 / ~~16~~ 18 / ~~2020~~ 2024

Parent Course

ANTR 1 - Biological Anthropology

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/15/2019~~
- State Approval
  ~~01/23/2019~~
- CC Approval
  ~~10/29/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -
~~08/15/2019~~

10/07/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Anthropology 1
Biological Anthropology
Effective: Fall 2025

Catalog Description:

ANTR 1 - Biological Anthropology
3.00 Units

This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and their application to the human species. Issues and topics will include, but are not limited to, genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior, and the fossil evidence for human evolution. The scientific method serves as the foundation of the course.

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 scientific process as a methodology for understanding the natural world.
B. Define the scope of anthropology and discuss the role of biological anthropology within the discipline.
C. Identify the main contributors to the development of evolutionary theory.
D. Explain the basic principles of Mendelian, molecular and population genetics.
E. Evaluate how the forces of evolution produce genetic and phenotypic change over time.
F. Demonstrate an understanding of classification, morphology and behavior of living primates.
G. Summarize methods used in interpreting the fossil record, including dating techniques.

H. Recognize the major groups of hominin fossils and describe alternate phylogenies for human evolution.
I. Identify the biological and cultural factors responsible for human variation.
J. Deconstruct the biological concept of race.

Course Content:

1. Nature of scientific inquiry and the scientific method
2. Anthropological perspective
3. History and development of biological evolutionary thought
4. Molecular, Mendelian and population genetics
5. Mechanisms of evolution
6. Comparative primate taxonomy, anatomy and behavior
7. The nature of the fossil record including dating techniques
8. Fossil and genetic evidence of human evolution
9. Biocultural adaptations and modern human variation
10. Deconstructing the biological concept of "race"

Methods of Instruction:

1. Audio-visual Activity - Presentation of thematically appropriate audio-visual materials
2. Classroom Activity - Practice completing Punnet square exercises for discrete, co-dominant, and sex-linked traits.
3. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs.
4. Lecture - Instructor provides a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
5. Research - Presentation of published, academic, or professional research that includes methods, data, and/or conclusions.
6. Textbook reading assignments; additional Internet and/or print assignments

Typical Assignments

A. Writing:
    1. Explain and use examples Charles Darwin's theory of natural selection using relevant concepts including fitness and selective pressure.
B. Reading:
    1. Read " Racism, Not Race: Answers to Frequently Asked Questions " by Alan Goodman and Joseph L. Graves (2022) and summarize the argument against using "race" as a biological category.
    2. Read the textbook chapter on Mendelian genetics; using a Punnett Square diagram, map out the results of a union between two carriers for a recessive trait. What percentage of offspring would we expect not to show the recessive trait?

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One to two midterms and final exam

B. Quizzes
    1. Periodic testing based upon textbook chapter content.
C. Home Work
    1. Weekly readings and/or critical analysis of audio/visual content.
D. Papers
    1. Periodic short reflective essays.

Student Learning Outcomes

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

A. Deconstruct the biological concept of "race."
B. Describe and identify fossil hominid species.
C. Explain how natural selection works.

Textbooks (Typical):

OER:

1. Beth Shook, Lara Braff, Katie Nelson, Kelsie Aguilera *Explorations: An Open Invitation to Biological Anthropology*. 2 /e, Creative Commons Attribution-NonCommercial 4.0 International License, 2023. https://explorations.americananthro.org/.

Textbook:

1. Craig Stanford, John S. Allen, Susan C. Anton *Biological Anthropology: The Natural History of Humankind*. 5 ed., Pearson, 2024.
2. Clark Spencer Larsen *Essentials of Biological Anthropology*. 6 ed., W.W. Norton, 2025.

Other Learning Materials:

1. This course uses an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ANTR 1L - Biological Anthropology Laboratory

Course Modification: ANTR 1L - Biological Anthropology Laboratory (Launched - Implemented 10-12-2024)
compared with
ANTR 1L - Biological Anthropology Lab (Active - Implemented 08-15-2019)

Cover

Course Title Biological Anthropology ~~Lab~~ Laboratory
Effective Term Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

~~**Lecture Hours**~~	
Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content

1. ~~Nature of scientific inquiry and the scientific method~~
2. ~~Molecular, Mendelian and population genetics~~
3. ~~Mechanisms of evolution~~
4. ~~Comparative primate taxonomy, anatomy and behavior~~
5. ~~The nature of the fossil record including dating techniques~~
6. ~~Fossil and genetic evidence of human evolution~~

7. ~~Human osteology~~
8. ~~Biocultural adaptations and modern human variation~~

Lab Content

Content

1. Identifying and implementing the scientific method
2. Describing the mechanisms of natural selection & results of human variation
3. Illustrating cellular genetics and protein synthesis
4. Demonstrating Mendelian inheritance with discrete, codominance, and sex-linked traits.
5. Applying Hardy Weinberg equilibrium to recognize microevolution.
6. Practice human skeletal anatomy with the appendicular skeleton
7. Practice human skeletal anatomy with the axial skeleton
8. Demonstrate bio-archaeology and forensic anthropology technics to determine sex and stature.
9. Define taxonomy and functional complexes with comparative anatomy
10. Classify and compare non-human primates
11. Calculate limb ratios to determine primate locomotion patterns
12. Categorize and contrast bipedal early hominins
13. Compare and evaluate early members of the genus homo
14. Asses differences among archaic and modern homo
15. Develop cross cultural perspectives to address global climate change using the MIT - En roads climate simulator.

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Presentation of thematically appropriate audio- visual ~~aids such as PowerPoint slides and web-based graphics~~ materials.
- Classroom Activity
  Comments
  ~~hands-on~~ Perform ~~experiment~~ a ~~or~~ coordinated ~~lab~~ laboratory exercise where the class as a whole moves through the material in unison.
- Demonstration
  Comments
  ~~Skills~~ Demonstrate laboratory methodology using quantitative and ~~process~~ qualitive ~~demonstrations~~ techniques, the proper use of measuring equipment, and rubrics for data collection .
- Discussion
  Comments
  ~~Lab~~ Facilitate relevant thematically guided peer-to-peer and/or class dialogs to present lab results , ~~debriefing~~ conclusions, and findings .
- Lab
  Comments
  Hands-on application of ~~the~~ an ~~scientific~~ exercise ~~method~~ crafted to explore a specific learning outcome; it may include data collection, testing, identifying skeletal markers, comparing bone structures, evaluating functional bone features, and/or assessing outcomes .
- Lecture
  Comments
  ~~Background~~ Instructor provides a brief clearly understood presentation incorporating digital, written, audio, video, and /or ~~prep~~ tactile ~~for~~ teaching resources that will prepare students to complete an in-class lab assignment .
- ~~Observation~~
  ~~**Comments**~~ -
  ~~Applicable laboratory skills.~~
- - ~~Research~~
  ~~**Comments**~~ -
  ~~internet-based research and references~~

Other ~~Yes~~ No

Equity Based Curriculum

- Assignments
  ~~**Explain**~~ **Address**
  ~~practice~~ Lab ~~quizzes~~ exercises are designed to be compatible with various learning styles with tactile and visual aspects emphasized.

- Methods of Evaluation
  ~~Explain~~ **Address**
  ~~CD-ROM-based~~ Instructions ~~"virtual~~ for ~~laboratory"~~ assignments ~~exercises~~ are clear with well explained instructions and associated rubrics. Content that is covered in other disciplines is tested minimally, for example students are not penalized for grammar, sentence structure, and other writing conventions.
- Typical Texts
  ~~Explain~~ **Address**
  ~~pen~~ All sections use an in - ~~and-paper~~ house ~~exercises~~
- ~~Explain~~ created
  ~~models,~~ laboratory ~~fossils,~~ manual and ~~fossil~~ lab ~~casts~~ exercises that requires no cost to the student. This includes on-line sections.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   ~~Laboratory activities include but are not limited to:~~

   1. ~~Application~~ Field ~~of scientific methods~~ Trip

      1. Individually organized field trips to local zoos for primate behavioral observations. Students would observe multiple primate species and write a summary. This would include the common and the scientific name for the species, characteristics that define its suborder, infraorder, and superfamily designation. What kind of habitat does the species geographically reside? What is the primate's body size, mode of locomotion? How many individuals were observed? What are their ages and sexes? Are they sexually dimorphic? Describe the behaviors you observe. Information is summarized using a primate observation chart.

      2. ~~Investigation of cell biology~~

      3. ~~Examination of genetic traits~~

      4. ~~Exploration of evolutionary mechanisms~~

      5. ~~Investigation of human osteology, forensic and anthropometric methods~~

      6. ~~Comparative behavioral and anatomical studies of non-human primates~~

7. ~~Comparative anatomy of fossil species~~

8. ~~Investigation of trends in hominin evolution~~

9. ~~Investigation into modern human variation and bio-cultural adaptations~~

~~Examples include:~~

1. ~~Pen-and-paper based lab work~~

    1. ~~Determine whether or not you can roll your tongue. What are the possible genotypes for this trait? Make a Punnett square to help you answer the following questions:~~

        1. ~~Assume that you are heterozygous for tongue-rolling. If you have children with another heterozygote, what are their possible genotypes? What are their possible phenotypes? Use the letters R and r to represent the dominant and recessive alleles.~~

        2. ~~If you cannot roll your tongue and you have children with someone who is heterozygous for tongue-rolling, what are the possible genotypes and phenotypes for your children?~~

2. **Assignment Type** _ Laboratory
   Add Assignment _

    1. ~~Use the dental eruption chart to determine the age of these individuals (chart and photos or models of crania provided).~~ Make a Punnett square to help you answer the following questions: Assume that you are heterozygous for a specific trait. If you have children with another heterozygote, what are their possible genotypes? What are their possible phenotypes? Use the letters R and r to represent the dominant and recessive allele. What are the possible genotypes and phenotypes for your children?

    2. ~~If you were examining a number of mammal skeletons, what characteristics would you use to decide whether an individual was a primate or not?~~ Osteological analysis: Use the dental eruption chart to determine the age of these individuals (chart and photos or models of crania provided).

1. ~~Circle the characteristics you would use: 1. fur 2. forward-facing eyes 3. relatively large brain 4. opposable thumbs 5. relatively small olfactory bulbs 6. mammary glands~~ Examine a number of mammal skeletons and determine what characteristics would you use to decide whether an individual was a primate or not? Features would include presence or absence of forward-facing eyes, opposable thumbs, cranial size, relatively size of olfactory bulbs, and mammary glands.

2. ~~Explain why you did not choose each of the answers you did not circle.~~ Apply basic osteological techniques to identify the bone groups and main skeletal elements. Assess and separate each element in their anatomical position. Demonstrate bio-archaeology and forensic anthropology technics to determine sex and stature by measuring long bone lengths and using regression formulas.

1. ~~Laboratory exercises~~

    1. ~~In your lab, find and identify the following vertebrae, noting the features you used to make your identifications. a. atlas b. axis c. cervical vertebra from C3 - C7 d. thoracic vertebra e. lumbar vertebra f. sacrum g. coccyx~~

    2. ~~Using available cranial models, determine the continental ancestry of each. Explain in detail how you arrived at your conclusions.~~

    3. ~~Using the artifact reproductions provided, answer the following questions about lithic technology.~~

        1. ~~What would make you think that Oldowan tools were the product of human creativity, rather than a bunch of random rocks? What do you think they could be used for?~~

        2. ~~In what specific ways do Oldowan tools differ from Acheulian tools? What could Acheulian tools do that Oldowan tools could not?~~

2. ~~Web-based exercises.~~

    1. ~~Go to the Dolan DNA Learning Center's webpage of biology animations at http://www.dnalc.org/ddnalc/resources/animations.html and view the Chromosome 11 flyover. Submit an essay summarizing the exercise and what you learned from it.~~ Using the artifact reproductions evaluate and assess lithic technology to determine thier use, function, and

cultual adaptation. In what specific ways do Oldowan tools differ from Acheulian tools? What could Acheulian tools do that Oldowan tools could not?

3. ~~Field trips for captive primate behavioral observations~~

    1. ~~For at least four species of primate at the zoo, answer the following questions:~~

        1. ~~Give both the common name and the scientific name for the species. b. To which suborder does the species belong? How can you tell? c. To what infraorder does the species belong? d. To which superfamily does the species belong? e. In what kind of habitat is the species found? f. Where is the species found geographically? g. What is the primate's body size? h. Compare the primate's hands to human hands. i. What is the primate's mode of locomotion? j. Does the primate have a tail? If so, how is it used? How long is it in relation to the primate's body? k. How many individuals are in the exhibit? What are their ages and sexes? l. Are they sexually dimorphic? m. Describe the behaviors you observe.~~

4. ~~In-lab practice quizzes (open book).~~

    1. ~~What are the components of the axial skeleton?~~
    2. ~~What are the five kinds of vertebrae?~~
    3. ~~Name a feature that differentiates all seven cervical vertebrae from the other vertebrae.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

    ~~Upon~~ Practice ~~completion~~ and apply understandings of ~~ANTR 1L, students will be able to apply~~ the scientific method in a laboratory setting.

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

    - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
      Read Critically : Locate, interpret and analyze various types of written texts
    - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
      Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
    - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in ~~anthropology~~ selecting the appropriate solution, process, or decision .
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

2. **Outcome Text**

   ~~Upon~~ Critically ~~completion~~ analyze and interpret biological anthropological data to illustrate evolutionary trends.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Read Critically : Locate, interpret and analyze various types of ~~ANTR~~ written ~~1t~~ texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts , ~~students~~ ideas ~~will~~ and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be ~~able~~ solved, task to ~~deconstruct~~ be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the ~~biological~~ scientific ~~concept~~ method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race ~~:~~ , ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

3. **Outcome Text**

~~Upon~~ Apply ~~completion~~ anthropological principles for solving human problems on the local, regional and world scales.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Read Critically : Locate, interpret and analyze various types of ~~ANTR~~ written ~~1t~~ texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts , ~~students~~ ideas ~~will~~ and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Communicate Visually and Symbolically : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be ~~able~~ solved, task to be performed, or decision to be made.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify ~~fossil~~ the ~~hominid~~ criteria ~~species~~ used to evaluate the solution or decision and communicate the procedures used to show their appropriateness .

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Identify Values : Identify and evaluate aesthetic and cultural values from diverse disciplines;

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject ~~- (test)~~
   Requisite Course ~~- Eligib - (Historical)~~
   Comments Eligibility for ENGL C1000
   Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement
2. **Requisite Type** Prerequisite
   Comments , may be taken concurrently
   Requisite Validation ~~Content~~ Lecture-Lab ~~Review~~ Pairing
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

- ~~- Describe the scientific process as a methodology for understanding the natural world.~~
  ~~**Degree of Importance**~~ ~~- Not Necessary~~
- ~~- Define the scope of anthropology and discuss the role of biological anthropology within the discipline.~~
  ~~**Degree of Importance**~~ ~~- Not Necessary~~
- ~~- Identify the main contributors to the development of evolutionary theory.~~
  ~~**Degree of Importance**~~ ~~- Not Necessary~~
- ~~- Explain the basic principles of Mendelian, molecular and population genetics.~~
  ~~**Degree of Importance**~~ ~~- Recommended~~
- ~~- Evaluate how the forces of evolution produce genetic and phenotypic change over time.~~
  ~~**Degree of Importance**~~ ~~- Recommended~~
- ~~- Demonstrate an understanding of classification, morphology and behavior of living primates.~~
  ~~**Degree of Importance**~~ ~~- Not Necessary~~
- ~~- Summarize methods used in interpreting the fossil record, including dating techniques.~~
  ~~**Degree of Importance**~~ ~~- Recommended~~
- ~~- Recognize the major groups of hominin fossils and describe alternate phylogenies for human evolution.~~
  ~~**Degree of Importance**~~ ~~- Not Necessary~~
- ~~- Identify the biological and cultural factors responsible for human variation.~~
  ~~**Degree of Importance**~~ ~~- Not Necessary~~
- ~~- Deconstruct the biological concept of race.~~
  ~~**Degree of Importance**~~ ~~- Not Necessary~~

Catalog View Recommended Course Preparation: ~~=~~ ~~Eligib~~ Eligibility for ENGL C1000 , **Prerequisite:** ANTR 1 with a minimum grade of C , may be taken concurrently

Methods of Evaluation

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

- Exams/Tests
  Frequency
  Midterm and Final Practicum Examinations
- Research Projects
  Frequency
  ~~At~~ Once ~~instructor's~~ a ~~discretion~~ semester .
- Papers
  Frequency
  ~~Weekly laboratory reports which require students~~ Once to ~~write~~ two ~~effective~~ times ~~summaries~~ a ~~of the text and provide appropriate and accurate evidence to support their conclusions; these are carry-over skills from C-ID English 100~~ semester .
- Field Trips
  Frequency
  ~~At~~ Once ~~instructor's~~ a ~~discretion~~ semester .
- Lab Activities
  Frequency
  ~~Weekly~~ Every ~~laboratory~~ 1 ~~activities~~ to ~~in~~ 2 ~~the classroom~~ weeks .

Distance Education

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

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

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

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

Anthropology currently offers the core of its courses in a DE format, the inclusion of ANTR 1L as DE ~~would~~ significantly ~~broaden~~ broadens opportunities for students to complete their GE: B3 and IGETC: 5C transfer requirements. This is one of our high demand courses and by offering it in a DE format, it would provide another significant avenue for our students to complete their academic goals. Other colleges currently offer this course in a fully DE format and could be a candidate for inclusion to the OEI network.

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

As a program coordinator, I conferred with the ~~result~~ adjunct instructors and with colleagues at other community colleges. This course has a online lab manual with Canvas based exercises. The exercises were recently reworked and are now more inline with our in-person courses. It has been successful from the point of view of the ~~recent~~ students ~~on-line transition experience, instructors teaching this course recognized the significant amount of materials available that would allow this course to be taught in a traditional distance education mode. We currently have~~ and faculty ~~with~~ when ~~extensive experience in DE and OEI standards who are willing to create the course and submit it to be reviewed. Our Dean is supportive of our efforts to move forward in seeking approval of this course~~ evaluated .

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity .

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~The~~ Every ~~instructor~~ two ~~will send a Welcome Email to students one week before the semester start date and communicate with students on the wait list to provide add codes. Course format, policies ,and the Syllabus will be included in the Welcome Email. The instructor will respond to emails from students through Canvas Email as well as through the LPC campus email. Emails will be answered within 24 hours - 48 hours. Additionally, a student will be emailed through Canvas Email as a check in if participation drops, an assignment is submitted incorrectly, or other issues arise that require intrusive communication and intervention~~ weeks .
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~The~~ Every ~~Instructor~~ two ~~will provide guided discussions each week where students will demonstrate their knowledge of course material and analyze anthropological techniques and methods. The instructor will review work to ensure accuracy of content, guide students to think critically, and ask probing questions to challenge the learner. The instructor will provide substantive feedback on 5-10 posts per week. The Discussion Board will also serve as a debriefing of lab results. In addition to Discussion assignments, pinned Discussions will be available for students to ask questions (Q&A) and share articles, videos, and news (Virtual Chat)~~ weeks .
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  ~~The~~ Every ~~Instructor~~ two ~~will~~ to ~~provide~~ three ~~weekly assignments that will reinforce the introductory lectures and serve as a preparation for the lab exercises. Each assignment will be reviewed by the instructor with individual feedback added in Grade Comments. An Assignment Rubric will explain content expectations as thorough, moderate or minimal~~ weeks .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency

~~Announcements~~ Every ~~will be added twice a week by the instructor for engagement opportunities with students: 1) Reminders of due dates, 2) Module open and close dates, 3) Module Introduction and Wrap Up, 4) Special activities and events related~~ two to ~~content. Specific~~ three ~~Announcements will be open for replies for the Instructor to gather feedback and respond to questions.~~

- ~~**Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*~~
  ~~**Frequency**~~
  ~~The instructor will be available during weekly office hours for video/web conferencing. This will provide face-to-face interaction in real time.~~
- ~~**Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*~~
  ~~**Frequency**~~
  ~~The instructor will invite students to join the Las Positas College Anthropology Facebook Group. The instructor will post suggested readings each week, current trends in research, and new technologies to engage students in a social context to reinforce the course material,~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Wikis: The instructor will provide Wikis in each module for students to anonymously add content related to the week's lecture/lab activities. Wikis encourage students to research, write content, and control the information being shared for their own learning experience. Students have access to the content editor and can link articles and upload photos and videos. The instructor will review content and ensure information is focused and accurate. The instructor will review Page Analytics to determine student participation and assign extra credit, as appropriate~~ weeks .

Student-Student Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~There~~ Every ~~will be a discussion topic for each of the major sections of the course. Students will respond~~ two to ~~the~~ three ~~Instructor's Discussion assignments with a quality-based response following the Discussion Rubric. A student will submit their activity before seeing other students' work. In addition, a student will reply to two classmates with quality feedback following appropriate netiquette. An example assignment is: After viewing a number of mammal skeletons, explain six characteristics that you used to decide that an individual was a primate. Compare and/or contrast two of these characteristics with two classmates~~ weeks .
- ~~**Wikis**~~ **Group work :** *Students will ~~use~~ work ~~wikis~~ in teams to ~~work~~ complete ~~collaboratively~~ group projects. The projects will then be shared with the rest of the class* .
  Frequency
  ~~Students will collaborate on Wikis in each Module~~ Once to ~~add~~ twice ~~content~~ a ~~and~~ semester.
- ~~share~~ **Other:** ~~knowledge~~

Frequency

Laboratory exercises , such at as a key words and definitions, practice quiz questions, and additional lab resources on the Internet. An example assignment is: Explain the components frequency of the every axial 1 skeleton to and 2 list weeks. the five kinds of vertebra.

Student-Content Interaction

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

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

  Frequency

  ~~Each~~ Every ~~Module will contain a Discussion assignment that relates~~ two to ~~the topic. Students add a response explaining their experience, knowledge, and results of a lab exercise and reply to two classmates. The instructor will create Discussion exercises related to the learning material and online resources. An example assignment is: After viewing a number of mammal skeletons, explain six characteristics that you used to decide that an individual was a primate. Compare and/or contrast two of these characteristics with two classmates.~~
- ~~**Written papers:** *Papers will be written on various topics.*~~

  ~~**Frequency**~~

  ~~Each week a Laboratory exercise will require students to write effective summaries of the text and provide appropriate and accurate evidence to support their conclusions. Example: Identify and describe the following vertebrae, noting the features you used to make your identification. a. atlas b. axis c. cervical vertebrae d. thoracic vertebrae e. lumbar vertebrae f. sacrum, g. coccyx.~~
- ~~**Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*~~

  ~~**Frequency**~~

  ~~Students will have at least~~ three ~~assignments that will use the Internet to explore and contribute to the discussions by sharing interactive websites, relevant images and videos, etc. that enhance the module topics. For assignments, students are required to cite their sources and provide references through Internet research~~ weeks .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

  Frequency

  ~~Quizzes will be used in each Module to ensure that students have completed the required activities and read the assigned materials. Quizzes will be "open-book," and students can attempt a quiz 3 times, earning the highest score. A Midterm~~ Practicum and ~~Final~~ or ~~Exam Practicum will include a variety of question formats~~ exams , ~~including short answer and essay questions that require higher-order~~

~~thinking skills. A typical exam question is: In what specific ways do Oldowan tools differ from Acheulian tools? What could Acheulian tools do that Oldowan tools could not?~~

- ~~**Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*~~

  ~~**Frequency**~~

  ~~Prior each midterm and practicum, students will have the opportunity to complete practice quizzes (open book) to learn how to complete a quiz in Canvas and review instructor format and expectations. An example practice quiz question: Name a feature that differentiates all seven cervical vertebrae from the other vertebrae.~~
- ~~**Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*~~

  ~~**Frequency**~~

  ~~At least one module will involve the simulations of lab activities will be used by students so they can engage in processes in an online environment. An example simulation for this course is for students to visit Dolan DNA Learning Center, read through Genetic Origins, including Theory, Media/Animation, and Exercises to solve the mystery of the Neadertals. Activity: Determine the average number of nucleotide differences between Neandertal and 5 modern humans in the DNALC's own database.~~
- ~~**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*~~

  ~~**Frequency**~~

  ~~For exercise which require demonstration, videos will be used to supplement the reading and demonstrate activities to help students visualize concepts, artifacts, fossils, and techniques. Videos reinforce material for students who learn through seeing and hearing. Videos will be closed captioned.~~
- ~~**Field Trips:** *Students will attend live or virtual field trips.*~~

  ~~**Frequency**~~

  ~~For the section on primates, students will "attend" virtual field trips by navigating online locations to learn more about Biological Anthropology. A field trip will be included in an assignment for students to visit a site, view images and artifacts, and then answer question related to that activity. An example field trip and corresponding activity are: Students will "visit" a zoo and observe a primate (San Diego Zoo Ape Cam). Students will answer a series of questions about a primates, such as What is the primate's mode of locomotion? Describe the behaviors you observe.~~
- ~~**Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*~~

  ~~**Frequency**~~

  ~~Three surveys will be given to students during the semester. Self-Assessment Survey (Beginning) and Self-Assessment Survey (End) to gain an understanding of students' study strategies and focus of attention on learning. At the end of the course, students will complete a Feedback Survey about their perspective towards the course content, structure, and assignment material. An example survey question: I'm confident I will be able to understand the following concepts and terms (check all that apply): genetics, heredity, scientific method, human behavior, primate behavior.~~

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Textbook

1. **Title** Laboratory manual and workbook for biological anthropology: Engaging with human evolution

Edition ~~1~~ 2
Year ~~2015~~ 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

2. ~~**Author(s)**~~ It ~~Diane~~ is ~~France~~
   ~~**Title**~~ the ~~Lab~~ most common laboratory manual and ~~workbook~~ is ~~for~~ currently ~~physical~~ being ~~anthropology~~ revised and updated with the third edition being released soon.
   ~~**Edition** - 8~~
   ~~**Publisher** - Cengage~~
   ~~**Year** - 2017~~
3. **Author(s)** S Walker-Pacheco
   Title Exploring physical anthropology: A lab manual and workbook
   Edition ~~3~~ 4
   Publisher Morton Publishing Company
   ~~**ISBN-13** -~~
   Year ~~2017~~ 2022
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~

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

1. **Author(s)** ~~R~~ Beth ~~Mann~~ Shook, Lara Braff, Katie Nelson, Kelsie Aguilera
   Title ~~The~~ Explorations ~~bone~~ Biological ~~book:~~ Anthropology ~~A~~ Lab ~~photographic lab manual for identifying and siding human bones~~ Manual
   Edition 1
   Publisher ~~Charles~~ American ~~C~~ Anthropological ~~Thomas Publisher Ltd.~~ Association
   ~~**ISBN-13**~~ **URL**
   Year ~~2017~~ 2019
   Rationale for textbook older than ~~5~~ 7 **years. (Most recent edition, considered classic, etc.)**
   Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 5C - Laboratory
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ANTH 115L
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Hasten, Lucas~~ Cearley, Daniel

Origination Date

~~11~~ 10 / ~~16~~ 06 / ~~2020~~ 2024

Parent Course

ANTR 1L - Biological Anthropology Lab

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/23/2019~~

- CC Approval

  ~~10/01/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

10/12/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Anthropology 1L
Biological Anthropology Laboratory
Effective: Fall 2025

Catalog Description:

ANTR 1L - Biological Anthropology Laboratory
1.00 Units

This laboratory course is offered as a supplement to Introduction to Biological Anthropology either taken concurrently or in a subsequent term. Laboratory exercises are designed to introduce students to the scientific method and explore genetics, human variation, human and non-human primate anatomy and behavior, the primate/hominin fossil record and other resources to investigate processes that affect human evolution.

Recommended Course Preparation: Eligibility for ENGL C1000, **Prerequisite:** ANTR 1 with a minimum grade of C , may be taken concurrently

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. Apply the scientific method.
B. Identify the outcomes of evolutionary processes.
C. Describe structure and function of DNA and RNA.
D. Demonstrate how human traits are inherited.
E. Identify anatomical and behavioral features of non-human primates.
F. Compare the morphology of primates and early hominins.
G. Describe the biological and behavioral adaptations of the genus Homo.

H. Identify defining features of anatomically modern humans.

Course Content:

Content

1. Identifying and implementing the scientific method
2. Describing the mechanisms of natural selection & results of human variation
3. Illustrating cellular genetics and protein synthesis
4. Demonstrating Mendelian inheritance with discrete, codominance, and sex-linked traits.
5. Applying Hardy Weinberg equilibrium to recognize microevolution.
6. Practice human skeletal anatomy with the appendicular skeleton
7. Practice human skeletal anatomy with the axial skeleton
8. Demonstrate bio-archaeology and forensic anthropology technics to determine sex and stature.
9. Define taxonomy and functional complexes with comparative anatomy
10. Classify and compare non-human primates
11. Calculate limb ratios to determine primate locomotion patterns
12. Categorize and contrast bipedal early hominins
13. Compare and evaluate early members of the genus homo
14. Asses differences among archaic and modern homo
15. Develop cross cultural perspectives to address global climate change using the MIT - En roads climate simulator.

Methods of Instruction:

1. Demonstration - Demonstrate laboratory methodology using quantitative and qualitive techniques, the proper use of measuring equipment, and rubrics for data collection.
2. Lecture - Instructor provides a brief clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources that will prepare students to complete an in-class lab assignment.
3. Audio-visual Activity - Presentation of thematically appropriate audio-visual materials.
4. Lab - Hands-on application of an exercise crafted to explore a specific learning outcome; it may include data collection, testing, identifying skeletal markers, comparing bone structures, evaluating functional bone features, and/or assessing outcomes.
5. Classroom Activity - Perform a coordinated laboratory exercise where the class as a whole moves through the material in unison.
6. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs to present lab results, conclusions, and findings.

Typical Assignments

A. Other:
    1. Field Trip
        1. Individually organized field trips to local zoos for primate behavioral observations. Students would observe multiple primate species and write a summary. This would include the common and the scientific name for the species, characteristics that

define its suborder, infraorder, and superfamily designation. What kind of habitat does the species geographically reside? What is the primate's body size, mode of locomotion? How many individuals were observed? What are their ages and sexes? Are they sexually dimorphic? Describe the behaviors you observe. Information is summarized using a primate observation chart.

B. Laboratory:
    1. Make a Punnett square to help you answer the following questions: Assume that you are heterozygous for a specific trait. If you have children with another heterozygote, what are their possible genotypes? What are their possible phenotypes? Use the letters R and r to represent the dominant and recessive allele. What are the possible genotypes and phenotypes for your children?
    2. Osteological analysis: Use the dental eruption chart to determine the age of these individuals (chart and photos or models of crania provided).
    3. Examine a number of mammal skeletons and determine what characteristics would you use to decide whether an individual was a primate or not? Features would include presence or absence of forward-facing eyes, opposable thumbs, cranial size, relatively size of olfactory bulbs, and mammary glands.
    4. Apply basic osteological techniques to identify the bone groups and main skeletal elements. Assess and separate each element in their anatomical position. Demonstrate bio-archaeology and forensic anthropology technics to determine sex and stature by measuring long bone lengths and using regression formulas.
    5. Using the artifact reproductions evaluate and assess lithic technology to determine thier use, function, and cultual adaptation. In what specific ways do Oldowan tools differ from Acheulian tools? What could Acheulian tools do that Oldowan tools could not?

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Midterm and Final Practicum Examinations
B. Quizzes
    1. At instructor's discretion.
C. Research Projects
    1. Once a semester.
D. Papers
    1. Once to two times a semester.
E. Field Trips
    1. Once a semester.
F. Lab Activities
    1. Every 1 to 2 weeks.

Student Learning Outcomes

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

A. Practice and apply understandings of the scientific method in a laboratory setting.
B. Critically analyze and interpret biological anthropological data to illustrate evolutionary trends.

C. Apply anthropological principles for solving human problems on the local, regional and world scales.

Textbooks (Typical):

OER:

1. Beth Shook, Lara Braff, Katie Nelson, Kelsie Aguilera *Explorations Biological Anthropology Lab Manual*. 1 /e, American Anthropological Association, 2019. .

Textbook:

1. Elizabeth Soluri, Sabrina Agarwal *Laboratory manual and workbook for biological anthropology: Engaging with human evolution*. 2 ed., W.W. Norton & Company, 2019.
2. S Walker-Pacheco *Exploring physical anthropology: A lab manual and workbook*. 4 ed., Morton Publishing Company, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. computer/Internet access at home or ability to access the LPC on-campus facilities.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ANTR 2 - Introduction to Archaeology

Course Modification: ANTR 2 - Introduction to Archaeology (Launched - Implemented 10-07-2024)
compared with
ANTR 2 - Introduction to Archaeology (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025
Material fees apply to this course? No

Units/Hours

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

Course Objectives

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

1. **Group Title** Articulate the goals, and the legal, operational, equitable, and ethical framework of cultural resource management and heritage preservation.
2. **Objective Text**
   Describe community-based archaeology practices with emphasis upon multi-cultural perspectives, inclusion systems, collaborative processes, and democratizing knowledge production.
3. **Group Title** Illustrate the use of archaeological methods with reference to cultural sequences.
4. **Group Title** Discuss the relationship between anthropology and archaeology.

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  Guided exercises in methods and/or the application of concepts such as: making a harris matrix, identifying site seasonality from artifact distributions, creating artifact typologies from common household items, ethical debates, and learning lithic analysis by flintknapping.
- Discussion
  Comments

~~Class~~ Facilitate relevant thematically guided peer-to-peer and /or ~~group~~ class ~~discussions~~ dialogs

- Field Trips
  Comments
  Occasional visits to field sites and/or conducting outdoor field activities at on-campus locations .
- Lecture
  Comments
  ~~Delivered~~ Instructor ~~via~~ provides ~~text~~ a clearly understood presentation incorporating digital, written, audio, video, and/ or ~~podcast~~ tactile ~~online~~ teaching resources .
- Projects
  Comments
  Group and/or individual research based projects, for example a case study based poster project .
- Research
  Comments
  ~~Library~~ Activities that may include library , internet, and ~~field~~ database ~~research~~ searches .
- ~~Simulations~~
  ~~**Comments**~~ These
  ~~When~~ may ~~possible~~ include bibliography and ~~appropriate~~ literature reviews type requirements .
- Student Presentations
  Comments
  ~~Through~~ Students ~~the~~ present ~~class~~ their individual or collaborative work to their peers via a discussion board , class presentation, or other type of forum.

Equity Based Curriculum

- Measurable Objectives
  Address
  Two measurable outcomes focus specifically on equity centered topics: : "Articulate the goals, and the legal, operational, equitable, and ethical framework of cultural resource management and heritage preservation. and Describe community-based archaeology practices with emphasis upon multi-cultural perspectives, inclusion systems, collaborative processes, and democratizing knowledge production." These objectives broadly address colonial and contemporary processes of exclusion within knowledge production.
- Course Content
  Address
  Number 3 in the course content (History and nature of archaeological research) incorporates a wide range of indigenous, minority, women, and LGBTQ perspectives. Number 8 (Cultural resource/heritage management) covers the NAGPRA/CalNAGPRA legislation which is viewed as human rights law. This section reinforces archaeology as a collaborative and exclusionary based discipline, that is fundamentally a self-reflective/introspective process.
- Typical Texts
  Address
  All sections use an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format .

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   1. Create a digital poster project based on a case study that has a thesis statement, supportive information, list of sources, and a conclusion statement.

   2. Conduct an experimental archaeology activity that demonstrates a conceptual understanding of a specific cultural process, for example the production of a stone tool, a crafting of a ceramic vase, or the processing of a medicinal native plant.

2. **Assignment Type** Reading
   Add Assignment

   1. Read ~~the~~ a ~~textbook~~ Cultual ~~chapter~~ Resource Management site report from Central California, and identify whether it is a Phase I, II, or III project.

   2. Read a peer reviewed article on ~~Mesoamerican~~ community ~~civilizations~~ archaeology and ~~then~~ describe ~~write~~ how ~~an~~ inclusionary ~~essay~~ practices ~~that~~ were ~~describes Classic Maya civilization and the factors that led to its collapse.~~

   3. ~~Read the National Parks Service's dispositional report on Kennewick Man online and then present a summary to the class.~~

   4. ~~Write a review of a journal article addressing a paleolithic site~~ implemented .

3. **Assignment Type** Writing
   Add Assignment

   1. Write a response to the National Parks Service's dispositional report on The Ancient One, commonly referred as Kennewick Man.

   2. Write a review of a journal article addressing a how it describes specific cultural periods, such as a paleolithic site, neolithic, or medieval.

   3. Write an essay that describes Classic Maya civilization and the factors that led to its collapse.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of ANTR 2, students will be able to apply~~ Apply the methods, tools, and technical skills of archaeological research.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- ~~**Outcome**~~ **CLO(ILO)** ~~**Text**~~ **to SLO Map Top ILO Grouping(Delta)**
  ~~Upon~~ ~~completion~~ **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ~~ANTR~~ ideas ~~2~~ to apply data to problem solving and decision making; then , ~~students~~ identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Determine which technology will ~~be~~ effectively ~~able~~ and efficiently produce the desired results
- **CLO(ILO)** to ~~**describe**~~ **SLO** ~~**the**~~ **Map Top ILO Grouping(Delta)**
  Demonstrate ethical, legal ~~/ethical~~ , ~~framework~~ and ~~for~~ safe ~~archaeology.~~ practices when using technology
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

2. **Outcome Text**

~~Upon~~ Describe ~~completion~~ the legal/ethical framework for archaeology.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of ~~ANTR~~ written ~~2~~ texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Communicate Orally : Communicate oral , ~~students~~ symbolic ~~will~~ and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Communicate Visually and Symbolically : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be ~~able~~ solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

3. **Outcome Text**
   Use theory to interpret archaeological data.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Communicate Visually and Symbolically : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject ~~- (test)~~
   Requisite Course ~~- Eligib - (Historical)~~
   Comments Eligibility for ENGL C1000
   Requisite Validation ~~Content Review~~ Advisory
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Annotate a text during the act of reading~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Employ strategies that enable a critical evaluation of a text~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Respond critically to a text through class discussions and writing~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Write effective summaries of texts that avoid wording and sentence structure of the original~~
     ~~**Degree of Importance** - Required~~

- ~~- Respond to texts drawing on personal experience and other texts~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Organize coherent essays around a central idea or a position~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Apply structural elements in writing that are appropriate to the audience and purpose~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Provide appropriate and accurate evidence to support positions and conclusions~~
  ~~**Degree of Importance** - Required~~
- ~~- Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing~~
  ~~**Degree of Importance** - Required~~
- ~~- Utilize effective grammar recall to check sentences for correct grammar and mechanics~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Proofread his/her own and others' prose~~
  ~~**Degree of Importance** - Not Necessary~~

Catalog View **Recommended Course Preparation:** ~~=~~ ~~Eligib~~ Eligibility for ENGL C1000

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  At midterm and end of semester.
- Quizzes
  Frequency
  Periodic, coinciding with textbook chapters.
- Papers
  Frequency
  Periodic aligned with Student Learning Outcomes
- Projects
  Frequency
  At midterm and/or end of semester.
- ~~Simulation~~ Field Trips
  Frequency
  Periodic, aligned with sections on field methodology
- Class Work
  Frequency
  Periodic, aligned with thematic content.
- Home Work
  Frequency
  Weekly readings and/or critical analysis of audio/visual content.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

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

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

Explain how the decision was made to offer this course in a Distance Education mode.
As ~~a co-~~ coordinator for our program, I conferred with ~~my full-time colleague, Lucas Hasten, as well as~~ our part-time Instructors of Record for the course. As mentioned previously we have offered this course as DE in the past and one of our adjunct instructor's course is approved for the Online Education Initiative (OEI).

~~**Emergency Delivery Methods**~~ **Syllabus**

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~ Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Fully Instructor Online response (FO): time.
- ~~*Instruction*~~ *Grade* ~~*involving*~~ *turnaround* ~~*regular*~~ *time.*
- *Student participation.*
- *Instructor participation.*

- Student rights and ~~effective~~ responsibilities.

- ~~online~~ Student ~~interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed~~ behavior in ~~the~~ a ~~schedule~~ DE ~~of~~ course.

- ~~classes~~ Academic Integrity .

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. **Author(s)** ~~Brian~~ Craig ~~M~~ N . ~~Fagan~~ Cipolla, Oliver J. T. Harris, Rachel Crellin
   Title ~~Ancient~~ Archaeology ~~Lives:~~ for ~~An Introduction to Archaeology~~ Today and ~~Prehistory~~ Tomorrow
   Edition ~~6~~ 1
   Publisher ~~Routledge~~ Taylor & Francis
   Year ~~2016~~ 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~=~~
2. **Title** World Prehistory and Archaeology : Pathways Through Time
   Edition ~~3~~ 5
   Year ~~2015~~
3. ~~**Author(s)** - Mari Pritchard Parker, Elvio Angeloni~~
   ~~**Title** - Annual editions in Archaeology~~
   ~~**Edition** - 12~~
   ~~**Publisher** - McGraw Hill~~
   ~~**Year** - 2016~~ 2021
4. **Author(s)** Paul Bahn, Colin Renfrew
   Title Archaeology: Theories, Methods, and Practice
   Edition ~~7~~ 9
   Publisher Thames and Hudson
   Year ~~2016~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - standard text~~
5. ~~**Author(s)** - Robert L. Kelly, David Hurst Thomas~~
   ~~**Title** - Archaeology~~
   ~~**Edition** - 7~~
   ~~**Publisher** - Wadsworth~~

~~**ISBN-13** -~~
~~**Year** - 2016~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
~~**Or Equivalent** - No~~ **2024**

6. **Author(s)** *Brian Fagan, Nadia Durrani*
Title *People of the Earth: An Introduction to World Prehistory*
Edition ~~15~~ **16**
Publisher *Routledge*
~~**ISBN-13** -~~
Year ~~2018~~ **2023**
Rationale for textbook older than 5 **years. (Most recent edition, considered classic, etc.)**
OER

1. **Author(s)** *Amanda Wolcott Paskey, AnnMarie Beasley Cisneros*
Title *Digging into Archaeology*
Edition *1*
Publisher *Creative Commons Attribution-Noncommercial 4.0 International License*
URL
Year *2020*
Rationale for textbook older than 7 **years. (Most recent edition, considered classic, etc.)**
Or Equivalent *No*

~~Other Materials Required of Students~~

~~v~~ **Other Learning Materials**

1. ~~**Enter Required Material**~~ **Other**
~~None~~ *This course uses an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format.*

General Education/Transfer Request

- *Transfers to CSU*
Already Approved ~~No~~ *Yes*

Cal-GETC *Yes*

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

- *Transfers to UC*

Comments _
New Request _ *No*
Already approved substantial change _ *No*
Already approved unsubstantial change _ *Yes*

C-ID *ANTH 150*

Already approved unsubstantial change *Yes*

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

Codes and Dates

Course Codes

Originator ~~*Hasten, Lucas*~~ *Cearley, Daniel*

Origination Date

09/ *11/* ~~*16/2020*~~ *2024*

Parent Course

ANTR 2 - Introduction to Archaeology

No Previous Course

Entry of Special Dates

- *Board of Trustees*
  ~~*01/16/2018*~~
- *State Approval*
  ~~*02/20/2018*~~
- *CC Approval*
  ~~*11/06/2017*~~

Instructional Services

Effective Term ~~*Fall 2018*~~ *Fall 2025*

Implementation Date -
~~*08/15/2018*~~

10/07/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Anthropology 2
Introduction to Archaeology
Effective: Fall 2025

Catalog Description:

ANTR 2 - Introduction to Archaeology
3.00 Units

This course is an introduction to the study of concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of the human past. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences.

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. Identify the various archaeological theories, methods, and techniques used to investigate the human past.
B. Demonstrate an understanding of the nature of scientific inquiry and its application in archaeological research.
C. Articulate the goals, and the legal, operational, equitable, and ethical framework of cultural resource management and heritage preservation.

D. Describe community-based archaeology practices with emphasis upon multi-cultural perspectives, inclusion systems, collaborative processes, and democratizing knowledge production.
E. Illustrate the use of archaeological methods with reference to cultural sequences.
F. Discuss the relationship between anthropology and archaeology.

Course Content:

1. Types of archaeological data
2. Archaeological theory and models and their relationship to data
3. History and nature of archaeological research
4. Dating techniques
5. Methods of survey
6. Excavation methods
7. Archaeological analysis and interpretation
8. Cultural resource/heritage management
9. Cultural sequences
10. Archaeological ethics and community relations

Methods of Instruction:

1. Field Trips - Occasional visits to field sites and/or conducting outdoor field activities at on-campus locations.
2. Lecture - Instructor provides a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
3. Projects - Group and/or individual research based projects, for example a case study based poster project.
4. Written Exercises - Case study and journal reviews.
5. Audio-visual Activity - Presentation of audio-visual materials
6. Student Presentations - Students present their individual or collaborative work to their peers via a discussion board, class presentation, or other type of forum.
7. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs
8. Classroom Activity - Guided exercises in methods and/or the application of concepts such as: making a harris matrix, identifying site seasonality from artifact distributions, creating artifact typologies from common household items, ethical debates, and learning lithic analysis by flintknapping.
9. Research - Activities that may include library, internet, and database searches. These may include bibliography and literature reviews type requirements.

Typical Assignments

A. Project:
    1. Create a digital poster project based on a case study that has a thesis statement, supportive information, list of sources, and a conclusion statement.
    2. Conduct an experimental archaeology activity that demonstrates a conceptual understanding of a specific cultural process, for example the production of a stone tool, a crafting of a ceramic vase, or the processing of a medicinal native plant.
B. Reading:

1. Read a Cultual Resource Management site report from Central California, and identify whether it is a Phase I, II, or III project.
2. Read a peer reviewed article on community archaeology and describe how inclusionary practices were implemented.

C. Writing:
1. Write a response to the National Parks Service's dispositional report on The Ancient One, commonly referred as Kennewick Man.
2. Write a review of a journal article addressing a how it describes specific cultural periods, such as a paleolithic site, neolithic, or medieval.
3. Write an essay that describes Classic Maya civilization and the factors that led to its collapse.

Methods of Evaluating Student Progress

A. Exams/Tests
1. At midterm and end of semester.

B. Papers
1. Periodic aligned with Student Learning Outcomes

C. Projects
1. At midterm and/or end of semester.

D. Home Work
1. Weekly readings and/or critical analysis of audio/visual content.

E. Quizzes
1. Periodic, coinciding with textbook chapters.

F. Field Trips
1. Periodic, aligned with sections on field methodology

G. Class Work
1. Periodic, aligned with thematic content.

Student Learning Outcomes

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

A. Apply the methods, tools, and technical skills of archaeological research.
B. Describe the legal/ethical framework for archaeology.
C. Use theory to interpret archaeological data.

Textbooks (Typical):

OER:

1. Amanda Wolcott Paskey, AnnMarie Beasley Cisneros *Digging into Archaeology*. 1 /e, Creative Commons Attribution-Noncommercial 4.0 International License, 2020. .

Textbook:

1. Craig N. Cipolla, Oliver J. T. Harris, Rachel Crellin *Archaeology for Today and Tomorrow*. 1 ed., Taylor & Francis, 2023.
2. Michael Chazan *World Prehistory and Archaeology: Pathways Through Time*. 5 ed., Routledge, 2021.
3. Paul Bahn, Colin Renfrew *Archaeology: Theories, Methods, and Practice*. 9 ed., Thames and Hudson, 2024.

4. Brian Fagan, Nadia Durrani *People of the Earth: An Introduction to World Prehistory.* 16 ed., Routledge, 2023.

Other Learning Materials:

1. This course uses an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ANTR 3 - Cultural Anthropology

Course Modification: ANTR 3 - Cultural Anthropology (Launched - Implemented 10-12-2024)
compared with
ANTR 3 - Cultural Anthropology (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Presentation of thematically appropriate audio-visual materials
- Discussion
  Comments
  ~~Class~~ Facilitate relevant thematically guided peer-to-peer and /or ~~group~~ class ~~discussions~~ dialogs.
- Lecture
  Comments
  Instructor provides a clearly relatable and understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
- Research
  Comments
  ~~Research~~ Presentation ~~projects~~ of published, academic, or professional research that includes methods, data, and/or conclusions.

Equity Based Curriculum

- Measurable Objectives
  Address
  This course focuses on diversity and multiculturalism in society. There are many measurable objectives that directly address a broad range of diverse communities, cultures, histories and contributions. Sections A-G either specifically address diversity, multiculturalism, and inclusion; or it is implied within its definition.
- Course Content
  Address
  The course content directly addresses a wide breadth of equity topics, cultural diversity, ethnocentrism, and inclusion. Specifically, numbers 1, 2, 9, 10, 11, and 13.
- Typical Texts
  Address
  All sections use an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. ~~Homework: Read the textbook chapter on communication and answer the following questions:~~ Write a 2–3-page essay focused on Cultural Change and Adaptation: Investigate how cultures adapt to changing environments, technologies, or socio-political systems. This could include the impact of globalization, colonialism, or modernization on indigenous cultures.

      1. ~~What are the key characteristics of human verbal language? What makes it different from other forms of animal communication?~~ Write a 2–3-page essay focused on Cultural Heritage and Preservation: Investigate efforts to preserve cultural heritage, including museums, cultural festivals, or indigenous rights movements aimed at protecting ancestral lands and traditions.

      2. ~~Explain the two different models presented in the text that seek to describe the relationship between language and thought (the Sapir-Whorf hypothesis and sociolinguistics). Use one of these models to explain the differences observed between men's speech and women's speech.~~

      3. ~~What is paralanguage? Describe a situation in which paralanguage might be very important; how would you act to convey the appropriate information?~~ Write a 2–3-page essay focused on Ethnicity and Identity: Explore how ethnicity is constructed and experienced in different cultural contexts, including issues of race relations, ethnic conflict, or identity politics

2. **Assignment Type** _ Reading
   Add Assignment _

   1. ~~Class and group discussions:~~ Read the textbook chapter on communication and answer the following questions: What are the key characteristics of human verbal language? What makes it different from other forms of animal communication?

      1. ~~How can we explain the so-called cannibalism of the Yanomami? How does this differ from the cannibalism of the Aztecs?~~

      2. ~~What are the different forms of marriage cross-culturally? If virtually every culture has rules against adultery, why does it still occur almost everywhere?~~ Read the textbook chapter on Language and explain the two different models presented in the text that seek to describe the relationship between language and thought (the Sapir-Whorf hypothesis and sociolinguistics). Use one of these models to explain the differences observed between men's speech and women's speech.

3. **Assignment Type** _ Research
   Add Assignment _

   1. ~~Research project: Choose a culture to study during the course of the term. Since culture is a group phenomenon, you must find a group of people who share substantially large things in common (ethnicity, nationality, religion) with whom you will have face-to-face access. Your fieldwork will consist of interviews, both one-on-one and in groups, and participant observation; your goal is to write a 10-page mini-ethnography about this culture by the end of the term.~~ Choose a culture to study during the course of the term. Since culture is a group phenomenon, you must find a group of people who share substantially large things in common (ethnicity, nationality, religion) with whom you will have face-to-face access. Your fieldwork will consist of interviews, both one-on-one and in groups, and participant observation; your goal is to write a 10-page mini-ethnography about this culture by the end of the term.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon~~ Apply ~~completion~~ anthropological principles of ~~ANTR 3~~ holism , ~~students~~ ethnocentrism, ~~will~~ and cultural relativism, to solve human problems on the local, regional and world scales.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
     _ _ **Read Critically** : Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be ~~able~~ solved, task to ~~analyze~~ be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Identify Values : Identify and evaluate aesthetic and cultural ~~practices~~ values from diverse disciplines;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

2. **Outcome Text**

Recognize forms of discrimination, both explicit and implicit, incidental and institutionalized, and gain cultural competence in approaching, understanding and solving such inequities.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Identify Values : Identify and evaluate aesthetic and cultural values from diverse disciplines;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

3. **Outcome Text**
   Appreciate and be sensitive to the cultural diversity of the world through a variety of ~~anthropological~~ ethnographic studies and ~~theoretical~~ cross-cultural ~~perspectives~~ explorations .
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject ~~= (test)~~
   Requisite Course ~~= Eligib - (Historical)~~
   Comments Eligibility for ENGL C1000
   Requisite Validation ~~Content Review~~ Advisory

Catalog View **Recommended Course Preparation:** ~~=~~ ~~Eligib~~ Eligibility for ENGL C1000

Methods of Evaluation

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

- Exams/Tests
  Frequency
  ~~Midterm~~ At midterm and ~~Final~~ end ~~Examinations~~ of semester .
- Quizzes
  Frequency
  ~~At~~ Periodic, ~~instructor~~ coinciding ~~discretion~~ with textbook chapters .
- Research Projects
  Frequency
  At ~~instructor~~ mid ~~discretion~~ or end of term .
- Papers
  Frequency
  ~~At~~ Periodic, ~~instructor~~ aligned ~~discretion.~~ with Student Learning Outcomes
- Home Work
  Frequency
  ~~Weekly~~ Periodic, ~~homework~~ coinciding ~~assignments~~ with textbook chapters .

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods

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

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

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

As Program Lead, I conferred with ~~my full-time colleague, Daniel Cearley, as well as~~ the usual Instructors of Record for the course ~~:~~

~~Emergency Delivery~~ who ~~Methods~~

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

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

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. **Author(s)** ~~Emily~~ Serena ~~A. Schultz, Robert H. Lavenda~~ Nanda
   Title Cultural Anthropology ~~: A Perspective on the Human Condition~~
   Edition ~~10th~~
   ~~**Publisher** - Oxford University Press~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2017~~
2. ~~**Author(s)** - Barbara Miller~~
   ~~**Title** - Cultural Anthropology in a Globalizing World~~
   ~~**Edition** - 4th~~ 13th
   Publisher Pearson
   ISBN-13 978-1071858233
   Year ~~2016~~ 2023
3. **Author(s)** Robert L. Welsch, Luis A. Vivanco
   Title Cultural Anthropology: Asking Questions About Humanity
   Edition ~~2nd~~ 3rd
   Publisher Oxford University Press
   ISBN-13 9780197522929
   Year ~~2017~~ 2020
4. **Author(s)** Kenneth J. Guest
   Title Essentials of Cultural Anthropology: A Toolkit for a Global Age

Edition ~~2nd~~ 4th
Publisher W. W. Norton & Company
~~**ISBN-13**~~ **Year** 2023

OER

1. **Author(s)** _ Brown, Nina, et al., editors.
   Title _ Perspectives: An Open Invitation to Cultural Anthropology
   Edition _ 2nd
   Publisher _ American Anthropological Association
   URL _ https://perspectives.americananthro.org/#chapters
   Year ~~2017~~ 2020
   Rationale for textbook older than ~~5~~ 7 **years. (Most recent edition, considered classic, etc.)**
   Or Equivalent No

Other Learning Materials

1. ~~**Author(s)**~~ **Other** ~~James~~
   All ~~Peoples,~~ sections ~~Garrick~~ use ~~Bailey~~
   ~~**Title**~~ an ~~Humanity:~~ Open ~~An~~ Educational ~~Introduction~~ Resource (OER) textbook that requires no cost to ~~Cultural~~ the ~~Anthropology~~ student if used in a digital format
   ~~**Edition**~~ - ~~11th~~
   ~~**Publisher**~~ - ~~Cengage~~
   ~~**ISBN-13**~~ -
   ~~**Year**~~ - ~~2017~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~ -
   ~~**Or Equivalent**~~ - ~~No~~

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

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

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ANTH 120
Already approved unsubstantial change Yes

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

Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Hasten, Lucas~~ Cearley, Daniel

Origination Date

~~11~~ 10 / ~~16~~ 06 / ~~2020~~ 2024

Parent Course

ANTR 3 - Cultural Anthropology

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~
- State Approval

  ~~01/23/2019~~
- CC Approval

  ~~10/01/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

10/12/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Anthropology 3
Cultural Anthropology
Effective: Fall 2025

Catalog Description:

ANTR 3 - Cultural Anthropology
3.00 Units

This course explores how anthropologists study and compare human cultures. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe.

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. Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.

B. Recognize the methods, theories and perspectives used to study and understand human cultures.
C. Explain the importance of the ethnographic method in the study of culture.
D. Employ the relativist perspective while discussing cultural variation.
E. Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.
F. Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.
G. Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.

Course Content:

1. Anthropological theories, methods and perspectives
2. Anthropological study of human cultures in comparative perspective
3. Subsistence patterns
4. Social, political and economic organizations
5. Language and communication
6. Family and kinship
7. Belief systems
8. Art and expressive culture
9. Ethnicity and race
10. Gender and sexuality
11. Social inequality and colonialism
12. Globalization and culture change
13. Professional ethics
14. Applied anthropology

Methods of Instruction:

1. Lecture - Instructor provides a clearly relatable and understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
2. Research - Presentation of published, academic, or professional research that includes methods, data, and/or conclusions.
3. Audio-visual Activity - Presentation of thematically appropriate audio-visual materials
4. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs.
5. Textbook reading assignments; additional Internet and/or print assignments

Typical Assignments

A. Writing:
    1. Write a 2–3-page essay focused on Cultural Change and Adaptation: Investigate how cultures adapt to changing environments, technologies, or socio-political systems. This could include the impact of globalization, colonialism, or modernization on indigenous cultures.
    2. Write a 2–3-page essay focused on Cultural Heritage and Preservation: Investigate efforts to preserve cultural heritage, including museums, cultural festivals, or indigenous rights movements aimed at protecting ancestral lands and traditions.

3. Write a 2–3-page essay focused on Ethnicity and Identity: Explore how ethnicity is constructed and experienced in different cultural contexts, including issues of race relations, ethnic conflict, or identity politics

B. Reading:
   1. Read the textbook chapter on communication and answer the following questions: What are the key characteristics of human verbal language? What makes it different from other forms of animal communication?
   2. Read the textbook chapter on Language and explain the two different models presented in the text that seek to describe the relationship between language and thought (the Sapir-Whorf hypothesis and sociolinguistics). Use one of these models to explain the differences observed between men's speech and women's speech.

C. Research:
   1. Choose a culture to study during the course of the term. Since culture is a group phenomenon, you must find a group of people who share substantially large things in common (ethnicity, nationality, religion) with whom you will have face-to-face access. Your fieldwork will consist of interviews, both one-on-one and in groups, and participant observation; your goal is to write a 10-page mini-ethnography about this culture by the end of the term.

Methods of Evaluating Student Progress

A. Exams/Tests
   1. At midterm and end of semester.

B. Quizzes
   1. Periodic, coinciding with textbook chapters.

C. Research Projects
   1. At mid or end of term.

D. Papers
   1. Periodic, aligned with Student Learning Outcomes

E. Home Work
   1. Periodic, coinciding with textbook chapters.

Student Learning Outcomes

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

A. Apply anthropological principles of holism, ethnocentrism, and cultural relativism, to solve human problems on the local, regional and world scales.
B. Recognize forms of discrimination, both explicit and implicit, incidental and institutionalized, and gain cultural competence in approaching, understanding and solving such inequities.
C. Appreciate and be sensitive to the cultural diversity of the world through a variety of ethnographic studies and cross-cultural explorations.

Textbooks (Typical):

OER:

1. Brown, Nina, et al., editors. *Perspectives: An Open Invitation to Cultural Anthropology.* 2nd /e, American Anthropological Association, 2020. https://perspectives.americananthro.org/#chapters.

Textbook:

1. Serena Nanda *Cultural Anthropology.* 13th ed., Pearson, 2023.
2. Robert L. Welsch, Luis A. Vivanco *Cultural Anthropology: Asking Questions About Humanity.* 3rd ed., Oxford University Press, 2020.
3. Kenneth J. Guest *Essentials of Cultural Anthropology: A Toolkit for a Global Age.* 4th ed., W. W. Norton & Company, 2023.

Other Learning Materials:

1. All sections use an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ANTR 4 - Language and Culture

Course Modification: ANTR 4 - Language and Culture (Launched - Implemented 10-29-2024)
compared with
ANTR 4 - Language and Culture (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Max Units ~~3.000~~
Lab ~~Yes~~ No
Max Units ~~3.000~~
TOTALS
Calculations

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

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Presentation of thematically appropriate audio-visual materials
- Classroom Activity
  Comments
  ~~Simulations~~ Directed group activities using text passages to identify of specific language patterns , ~~discussions~~ such as phonetics , ~~etc~~ phonology, morphology and syntax .
- Demonstration
  Comments
  ~~Pronunciation~~ Demonstration of socio-cultural linguistics using case examples that emphasize the relationship between language and culture. Examples may include the pronunciations , syntax, ~~etc~~ and other linguistical constructs .

- Discussion
  Comments
  Class and group discussions that are thematically appropriate with specific learning objectives.
- Research
  Comments
  ~~Student~~ Students ~~papers~~ document speech interactions to identify different types of linguistical phenomenon, for example how certain language choices show power disparity among different speakers .

Equity Based Curriculum

- Measurable Objectives
  Address
  The course specifically tasks the student to learn the A) anthropological approach to language and communication, this implies that language is contextualized through the lens of history and cultural diversity. The course leverages a wide expression of language and communication. This includes other forms of communication using body movements, posture, and other mechanisms, D. Analyze non-verbal communication cross-culturally.
- Course Content
  Address
  This course recognizes the wide breadth of knowledge production, not limited to the the United States, nor gender. It has two specific course content areas that form the basis for all the subsequent areas; one on historical linguistics which show how language changes over time, and another on socio-linguistics, which covers the relationships among language, identity, and power including language variation.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. Read the chapter on “Societal segmentation and linguistic variation” in Bonvillain's Language, Culture, and Communication.

2. **Assignment Type** Writing
   Add Assignment

   1. Read the textbook chapter on "Language in action" and write an essay that describes how the ethnography of communication was a new approach to understanding meaning in its cultural context.

2. Explain the seven basic areas of research in an ethnography of speaking as suggested by Dell Hymes.

    1. Choose one of the areas and give an example from your own experiences.

3. Describe an example of code switching you do much of the time; what social setting triggers it?

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ANTR 4, students will be able to explain~~ Explain how the relationship between language and culture has social consequences.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Read Critically : Locate, interpret and analyze various types of written texts
   - ~~Outcome~~ CLO(ILO) ~~Text~~ to SLO Map Top ILO Grouping(Delta)
     ~~Upon completion~~ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Ethics : Recognize the ethical dimensions of ~~ANTR~~ their ~~4,~~ decisions ~~students~~ and ~~will~~ accept ~~be~~ responsibility ~~able~~ for the consequences of their actions
   - CLO(ILO) to ~~explain~~ SLO Map Top ILO Grouping(Delta)
     Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the ~~anthropological~~ rights, ~~approach~~ work, and contributions of others
   - CLO(ILO) to ~~language~~ SLO Map Top ILO Grouping(Delta)
     Intercultural Values : Recognize the commonality and ~~communication.~~ differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

2. **Outcome Text**

~~Upon~~ Explain ~~completion~~ the anthropological approach to language and communication.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of ~~ANTR~~ written ~~4~~ texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Write Effectively : Communicate thoughts , ~~students~~ ideas ~~will~~ and information through effective and contextually appropriate writing.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be ~~able~~ solved, task to ~~identify~~ be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

3. **Outcome Text**

Identify the structural properties of language.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject ~~- (test)~~
   Requisite Course ~~- Eligib - (Historical)~~
   Comments Eligibility for ENGL C1000
   Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Annotate a text during the act of reading~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Employ strategies that enable a critical evaluation of a text~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Respond critically to a text through class discussions and writing~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Write effective summaries of texts that avoid wording and sentence structure of the original~~
     ~~**Degree of Importance** - Required~~
   - ~~- Respond to texts drawing on personal experience and other texts~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Organize coherent essays around a central idea or a position~~
     ~~**Degree of Importance** - Required~~
   - ~~- Apply structural elements in writing that are appropriate to the audience and purpose~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Provide appropriate and accurate evidence to support positions and conclusions~~
     ~~**Degree of Importance** - Required~~
   - ~~- Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing~~
     ~~**Degree of Importance** - Required~~
   - ~~- Utilize effective grammar recall to check sentences for correct grammar and mechanics~~
     ~~**Degree of Importance** - Recommended~~

- ~~- Proofread his/her own and others' prose~~

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

Catalog View **Recommended Course Preparation:** Eligibility for ENGL C1000

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  One to two midterms and final exam
- Quizzes
  Frequency
  Periodic testing based upon textbook chapter content.
- Research Projects
  Frequency
  Semester ending cap stone for larger length projects or periodic for shorter research based exercises.
- Papers
  Frequency
  Periodic short reflective essays.
- Home Work
  Frequency
  Weekly readings and/or critical analysis of audio/visual content.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Textbook

1. **Title** The Anthropology of Language: An Introduction to Linguistic Anthropology
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~Standard~~ A standard text ~~:~~
2. ~~**Author(s)** James~~ that ~~Stanlaw,~~ is ~~Nobuko~~ commonly ~~Adachi,~~ used ~~Zdenek~~ in ~~Salzmann~~
   ~~**Title**~~ introductory ~~Language, Culture, and Society: An Introduction to Linguistic Anthropology~~
   ~~**Edition** - 7~~
   ~~**Publisher** - Westview~~
   ~~**Year** - 2017~~

~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~ ~~-~~
~~Standard text~~ courses .

3. **Author(s)** Laura M. Ahearn
   Title Living Language: An Introduction to Linguistic Anthropology
   Edition ~~2~~ 3
   Publisher _ Wiley-Blackwell
   Year ~~2016~~
4. ~~**Author(s)** - Nancy Bonvillain~~
   ~~**Title** - Language, Culture, and Communication~~
   ~~**Edition** - 7~~
   ~~**Publisher** - Pearson~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2013~~ 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~Standard~~
5. **Author(s)** ~~text~~ Nancy Bonvillain
   Title _ A New Companion to Linguistic Anthropology
   Edition _ 1
   Year _ 2023

OER

1. **Author(s)** _ Anderson, Catherine and Et al .
   Title _ Essentials of Linguistics
   Edition _ 2nd edition
   Publisher _ Pressbooks
   URL _ https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/
   Year _ 2023
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes

Cal-GETC Yes

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

- _ Transfers to UC
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

C-ID ANTH 130

Already approved unsubstantial change Yes

- 4 - Social and Behavioral Sciences

  Comments

  New Request No

  Already approved substantial change No

  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Hasten, Lucas~~ Cearley, Daniel

Origination Date

~~11~~ 10 / ~~16~~ 21 / ~~2020~~ 2024

Parent Course

ANTR 4 - Language and Culture

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/16/2018~~

- State Approval

  ~~01/17/2018~~

- CC Approval

  ~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date -

~~08/15/2018~~

10/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Anthropology 4
Language and Culture
Effective: Fall 2025

Catalog Description:

ANTR 4 - Language and Culture
3.00 Units

This introductory course serves as a foundation for understanding language from an anthropological perspective, addressing such core questions as how, what, when, where, why and with whom we communicate. This course surveys three core areas in linguistic anthropology--structural linguistics: phonetics, phonology, morphology and syntax, as well as the biocultural basis of language; historical linguistics: origins and evolution/change, dialects, and language families; and sociocultural linguistics: language acquisition in cultural context, emphasizing the relationship between language and culture, and issues of language conservation and loss.

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. Explain the anthropological approach to language and communication.
B. Analyze and exemplify how language and culture are acquired and interrelated.
C. Identify the structural properties of language.
D. Analyze non-verbal communication cross-culturally.
E. Describe the biocultural origins and development of language through time.

F. Describe the ways in which beliefs about languages and speakers have social consequences.
G. Describe factors and consequences of language change (such as loss) over time.

Course Content:

1. Characteristics (definitions) of human language
2. Structural linguistics (phonetics, phonology, morphology and syntax)
3. Nonverbal communication
4. Biological basis of language
5. Historical linguistics (language change/evolution over time, language families)
6. Sociocultural linguistics (the relationships among language, identity, and power including language variation)
7. Language acquisition and socialization
8. Language conservation and loss

Methods of Instruction:

1. Research - Students document speech interactions to identify different types of linguistical phenomenon, for example how certain language choices show power disparity among different speakers.
2. Discussion - Class and group discussions that are thematically appropriate with specific learning objectives.
3. Audio-visual Activity - Presentation of thematically appropriate audio-visual materials
4. Projects - Group and/or individual research projects.
5. Lecture - Presentation of background information and explication of reading assignments.
6. Classroom Activity - Directed group activities using text passages to identify of specific language patterns, such as phonetics, phonology, morphology and syntax.
7. Demonstration - Demonstration of socio-cultural linguistics using case examples that emphasize the relationship between language and culture. Examples may include the pronunciations, syntax, and other linguistical constructs.
8. Research - Research project
9. Textbook reading assignments; additional reader or handouts will be assigned

Typical Assignments

A. Reading:
    1. Read the chapter on “Societal segmentation and linguistic variation” in Bonvillain's Language, Culture, and Communication.
B. Writing:
    1. Read the textbook chapter on "Language in action" and write an essay that describes how the ethnography of communication was a new approach to understanding meaning in its cultural context.
    2. Explain the seven basic areas of research in an ethnography of speaking as suggested by Dell Hymes.
        1. Choose one of the areas and give an example from your own experiences.
    3. Describe an example of code switching you do much of the time; what social setting triggers it?

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One to two midterms and final exam
B. Quizzes
    1. Periodic testing based upon textbook chapter content.
C. Research Projects
    1. Semester ending cap stone for larger length projects or periodic for shorter research based exercises.
D. Papers
    1. Periodic short reflective essays.
E. Home Work
    1. Weekly readings and/or critical analysis of audio/visual content.

Student Learning Outcomes

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

A. Explain how the relationship between language and culture has social consequences.
B. Explain the anthropological approach to language and communication.
C. Identify the structural properties of language.

Textbooks (Typical):

OER:

1. Anderson, Catherine and Et al. *Essentials of Linguistics* . 2nd edition /e, Pressbooks, 2023. https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/.

Textbook:

1. Harriet Joseph Ottenheimer, Judith M.S. Pine *The Anthropology of Language: An Introduction to Linguistic Anthropology*. 4 ed., Wadsworth, 2018.
2. Laura M. Ahearn *Living Language: An Introduction to Linguistic Anthropology*. 3 ed., Wiley-Blackwell, 2021.
3. Nancy Bonvillain *A New Companion to Linguistic Anthropology*. 1 ed., Wiley-Blackwell, 2023.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ANTR 7 - Native American Cultures of North America

Course Modification: ANTR 7 - Native American Cultures of North America (Launched - Implemented 11-09-2024)
compared with
ANTR 7 - Native American Cultures of North America (Active - Implemented 03-23-2023)

Cover

Effective Term Fall ~~2023~~ 2025

Units/Hours

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

Course Objectives

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

1. **Objective Text** Identify the various archaeological theories, methods, and techniques used to investigate the human past.
2. **Objective Text** Recognize the methods, theories and perspectives used to study and understand human cultures, and explain the importance of the ethnographic method in the study of culture.
3. **Objective Text** Describe the elements that constitute the archaeological record of Native Americans.
4. **Group Title** Describe the Native American traditional cultures found in the various geographical regions of North America.
5. **Objective Text** Explain anthropological concepts including language and communication, economic systems, political organization, marriage and kinship, gender, and ethnicity, and religion.
6. **Objective Text** Discuss the social and political problems resulting from culture contact and acculturation and the relationship that exists between the U.S. government and Native Indian societies
7. **Objective Text** Demonstrate fluency in the legal frameworks that exist between Native and non-native political entities.

8. **Group Title** Identify differences between traditional Native American cultures and Euro- American culture.
9. **Objective Text**
   Compare native non-native land management practices, concepts of cultural heritage, and cultural resource management.
10. **Group Title** ~~Discuss~~ Assess ~~political~~ the continuities and ~~social~~ current ~~problems~~ issues ~~of~~ among ~~American~~ Native ~~Indians~~ Americans ~~today~~ within tribal groups and cross-tribally from an anthropological perspective .

Course Content

Lecture 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~~ Introduction to the feld of anthropology with emphasis on sociocultural anthropology and archaeology
    5. ~~California cultural communities~~ Archaeology as
        1. multi-disciplinary
        2. ~~Great Basin cultural communities~~ Application of the scientific method
        3. ~~Southwest cultural communities~~ Methodology and data collection
        4. Environmental legal presidents, Human Rights Law, and NAGPRA

5. ~~Northeast cultural communities~~ Theoretical frameworks and paradigms

6. ~~Southeast cultural communities~~ Anthropological perspective explained
    1. Concept of cultural relativism as opposed to ethnocentrism
    2. ~~Plains cultural communities~~ Holism and systems approach
    3. Etic vs. emic perspectives
    4. Ethnology and ethnography

7. History of anthropology and archaeology in relation to Native Americans
8. Concept and characteristics of culture
9. Culture areas of North America
10. Cultural aspects of Native Americans, including:
    1. Social organization
    2. Belief systems
        1. Mythology
        2. Religion
        3. Value systems
    3. Economics
    4. Technology
    5. Art

11. Acculturation and culture contact
    1. Culture crisis and shock
    2. Effects of contact and culture systems
    3. Incidental vs. forced acculturation

12. Relationship with the federal government
    1. Peace treaties
    2. Economic, political, sociological, religious, health, and educational problems

13. Relationship with broader indigenous movements and global institutions

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~~

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment
    1. Textbook and supplementary reading assignments
    1. Discussion of contemporary Native American issues from Native American perspectives
    2. Brief response paper on the issues around sovereignty based on a case study.

2. **Assignment Type** _ Other
Add Assignment _

    1. Class presentations of case examples organized around course themes

        1. Legal case reviews, either contemporary and/or historical

    2. Participate in a local Native American event leading to a self-reflective essay about the experience.

    3. Interview a memebr of a local Native American group that results in a contextualized oral history.

    4. Vollunteer with a local Native American group and produce a self-reflective essay about the experience.

    5. Comparisons of cultural resource management plans from various groups.

3. **Assignment Type** _ Research
Add Assignment _

    1. Research projects/papers based on lecture and discussion topics

        1. ~~Field~~ Compare ~~assignment: participant~~ and ~~observation~~ contrast the experience of ~~a~~ two geographically seperate Native American ~~event~~ groups experienced contact and colonialism

        2. Compare and contarst the Canadian versus United States governements relationship with Native American Nations.

    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

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ANTR 7, students will be able to define~~ Define the current social, economic, education and political issues and goals of contemporary tribes.
2. **Outcome Text**
   ~~Upon completion of ANTR 7, students will be able to explain~~ Explain the psychological and anthropological concepts behind prejudice, discrimination, and racism.
3. **Outcome Text**
   ~~Upon completion of ANTR 7, students will develop~~ Develop research skills with special emphasis on interdisciplinary studies.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject ~~- (test)~~
   Requisite Course ~~- Eligib - (Historical)~~
   Comments Eligibility for ENGL C1000
   Requisite Validation ~~Content Review~~ Advisory
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~- Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Annotate a text during the act of reading~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Employ strategies that enable a critical evaluation of a text~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Respond critically to a text through class discussions and writing~~
     ~~**Degree of Importance**~~ ~~- Recommended~~
   - ~~- Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Write effective summaries of texts that avoid wording and sentence structure of the original~~
     ~~**Degree of Importance**~~ ~~- Recommended~~

- ~~- Respond to texts drawing on personal experience and other texts~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Organize coherent essays around a central idea or a position~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Apply structural elements in writing that are appropriate to the audience and purpose~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Provide appropriate and accurate evidence to support positions and conclusions~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Utilize effective grammar recall to check sentences for correct grammar and mechanics~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Proofread his/her own and others' prose~~
  ~~**Degree of Importance** - Not Necessary~~

Catalog View **Recommended Course Preparation:** ~~=~~ ~~Eligib~~ Eligibility for ENGL C1000

Textbooks/Materials

Textbook

1. **Title** Introduction to Native North America
   Edition ~~5th~~ 6th
   Year ~~2016~~ 2022

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

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

- Transfers to UC
  Already approved unsubstantial change Yes

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

Codes and Dates

Course Codes

Originator ~~Hasten, Lucas~~ Cearley, Daniel

Origination Date

~~05~~ 11 / ~~13~~ 06 / ~~2021~~ 2024

Parent Course

ANTR 7 - Native American Cultures of North America

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/18/2022~~

- State Approval

  ~~03/24/2023~~

- CC Approval

  ~~10/18/2021~~

Instructional Services

Effective Term ~~Fall 2023~~ Fall 2025

Implementation Date ~~-~~

~~03/23/2023~~

11/09/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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. Identify the various archaeological theories, methods, and techniques used to investigate the human past.
B. Recognize the methods, theories and perspectives used to study and understand human cultures, and explain the importance of the ethnographic method in the study of culture.
C. Describe the elements that constitute the archaeological record of Native Americans.
D. Describe the Native American traditional cultures found in the various geographical regions of North America.

E. Explain anthropological concepts including language and communication, economic systems, political organization, marriage and kinship, gender, and ethnicity, and religion.
F. Discuss the social and political problems resulting from culture contact and acculturation and the relationship that exists between the U.S. government and Native Indian societies
G. Demonstrate fluency in the legal frameworks that exist between Native and non-native political entities.
H. Identify differences between traditional Native American cultures and Euro- American culture.
I. Compare native non-native land management practices, concepts of cultural heritage, and cultural resource management.
J. Assess the continuities and current issues among Native Americans within tribal groups and cross-tribally from an anthropological perspective.

Course Content:

1. Introduction to the feld of anthropology with emphasis on sociocultural anthropology and archaeology
2. Archaeology as
    1. multi-disciplinary
    2. Application of the scientific method
    3. Methodology and data collection
    4. Environmental legal presidents, Human Rights Law, and NAGPRA
    5. Theoretical frameworks and paradigms
3. Anthropological perspective explained
    1. Concept of cultural relativism as opposed to ethnocentrism
    2. Holism and systems approach
    3. Etic vs. emic perspectives
    4. Ethnology and ethnography
4. History of anthropology and archaeology in relation to Native Americans
5. Concept and characteristics of culture
6. Culture areas of North America
7. Cultural aspects of Native Americans, including:
    1. Social organization
    2. Belief systems
        1. Mythology
        2. Religion
        3. Value systems
    3. Economics
    4. Technology
    5. Art
8. Acculturation and culture contact
    1. Culture crisis and shock
    2. Effects of contact and culture systems
    3. Incidental vs. forced acculturation
9. Relationship with the federal government
    1. Peace treaties
    2. Economic, political, sociological, religious, health, and educational problems

10. Relationship with broader indigenous movements and global institutions

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
        2. Brief response paper on the issues around sovereignty based on a case study.
B. Other:
    1. Class presentations of case examples organized around course themes
        1. Legal case reviews, either contemporary and/or historical
    2. Participate in a local Native American event leading to a self-reflective essay about the experience.
    3. Interview a memebr of a local Native American group that results in a contextualized oral history.
    4. Vollunteer with a local Native American group and produce a self-reflective essay about the experience.
    5. Comparisons of cultural resource management plans from various groups.
C. Research:
    1. Research projects/papers based on lecture and discussion topics
        1. Compare and contrast the experience of two geographically seperate Native American groups experienced contact and colonialism
        2. Compare and contarst the Canadian versus United States governements relationship with Native American Nations.
    2. Research projects/papers based on 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*. 6th ed., Routledge Press, 2022.
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.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ANTR 12 - Magic/Religion/Witchcraft/Healing

Course Modification: ANTR 12 - Magic/Religion/Witchcraft/Healing (Launched - Implemented 10-29-2024)
compared with
ANTR 12 - Magic/Religion/Witchcraft/Healing (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Units/Hours

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

Methods of Instruction

Check all that apply:

- Discussion
  Comments
  ~~Class~~ Facilitate relevant thematically guided peer-to-peer and /or ~~group~~ class ~~discussions~~ dialogs.
- Lecture
  Comments
  Instructor provides a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
- Research
  Comments
  ~~Research~~ Presentation ~~project~~ of published, academic, or professional research that includes methods, data, and/or conclusions.

1. **Explain**
   Textbook reading assignments; additional Internet based and/or print assignments

Equity Based Curriculum

- Measurable Objectives
  Address
  This course focuses on religious diversity and multiculturalism in society. There are many measurable objectives that directly address a broad range of diverse communities, cultures, histories and contributions. Sections A-E either specifically address diversity, multiculturalism, and inclusion; or it is implied within its definition.
- Course Content
  Address
  The course content directly addresses a wide breadth of equity topics, cultural diversity, ethnocentrism, and inclusion. Specifically, numbers 1, 2, 4, 7, 11, and 12 empathize a spectrum of religious and spiritual expression.
- Methods of Instruction
  Address
  Instruction emphasizes audio, visual, and tactile teaching strategies.

Typical Assignments

Typical Assignments

1. **Assignment Type** Research
   Add Assignment

    1. ~~Reading assignments~~

        1. ~~Read Marvin Harris, "Why We Became Religious," and "The Evolution of the Spirit World."~~

        2. ~~Read Alice Beck Keyhoe, The Ghost Dance: Ethnohistory and Revitalization.~~

        3. ~~Read specified selections from Wendy Doniger O'Flaherty's translation of The Rig Veda.~~ Choose a religion that is not your own to study during the course of the term. You must introduce yourself to the community of practitioners and obtain their permission to write a term paper about them and their religion. You must attend meetings and conduct in-person interviews in order to collect the ethnographic data upon which you will base your final paper.

2. **Assignment Type** Other
   Add Assignment

    1. ~~Homework~~ Discussions

        1. What is the difference between a cult and a religion? What are some of the superstitions practiced by your own family and friends? Where do you think they came from? Why do you think they persist?

1. ~~Read chapters two and three of Raymond Scupin's Religion and Culture: An Anthropological Focus and evaluate the following questions:~~

    1. ~~Describe the rationalist, unilineal perspective that E.B. Tylor applied to his study of religion. What are some of the flaws of this approach?~~

    2. ~~Describe the approach that symbolic anthropology takes toward the study of religion. What has Clifford Geertz contributed to this style of inquiry?~~

3. **Assignment Type** Reading
   Add Assignment

    1. ~~Read selections from Lee M. Hollander's translation of The Poetic Edda and evaluate the following questions:~~ Read chapters two and three of Raymond Scupin's Religion and Culture: An Anthropological Focus and evaluate the following questions: Describe the rationalist, unilineal perspective that E.B. Tylor applied to his study of religion. What are some of the flaws of this approach? Describe the approach that symbolic anthropology takes toward the study of religion. What has Clifford Geertz contributed to this style of inquiry?

        1. ~~Compare and contrast the "Lay of Thrym" and the "Lay of Fafnir"; into which categories of folklore do they fall? Why? How are the stories similar? How do they differ?~~

        2. ~~What do the Eddic lays tell us about Viking culture? How accurately do you think they represent the times in which they were written (circa 800 - 1200 AD)?~~

1. ~~Class and group discussions~~

    1. ~~What is the difference between a cult and a religion?~~

    2. ~~What are some of the superstitions practiced by your own family and friends? Where do you think they came from? Why do you think they persist?~~ Read selections from Lee M. Hollander's translation of The Poetic Edda and evaluate the following questions: Compare and contrast the "Lay of Thrym" and the "Lay of Fafnir"; into which categories of folklore do they fall? Why? How are the stories similar? How do they differ? What do the Eddic lays tell us about Viking culture? How accurately do you think they represent the times in which they were written (circa 800 - 1200 AD)?

2. ~~Research project~~

1. ~~Choose a religion that is not your own to study during the course of the term. You must introduce yourself to the community of practitioners and obtain their permission to write a term paper about them and their religion. You must attend meetings and conduct in-person interviews in order to collect the ethnographic data upon which you will base your final paper.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ANTR 12, students will be able to~~ describe the role and responsibility of religious specialists.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
   - ~~**Outcome Text**~~
     ~~Upon completion of ANTR 12, students will be able~~ CLO(ILO) to ~~identify~~ SLO Map Top ILO Grouping(Delta)
     Intercultural Values : Recognize the ~~components~~ commonality ~~of~~ and ~~various~~ differences ~~religious~~ between ~~rituals.~~ human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

   Outcome Text
   ~~Upon~~ identify ~~completion~~ the components of ~~ANTR~~ various ~~12~~ religious rituals.
   This SLO maps to the following Institutional Learning Outcomes (ILOs) , ~~**students**~~ **please** ~~**will**~~ **check all that apply:**

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be ~~able~~ solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

   Outcome Text

interpret symbolic cultural practices through various anthropological and theoretical perspectives.
This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Requisites/Requisite Validation

Requisites

1. **Requisite Type** ~~Recommended Course Preparation~~ Prerequisite
   Subject ~~- (test)~~
   Requisite Course ~~- Eligib - (Historical)~~
   Comments Eligibility for ENGL C1000
   Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Annotate a text during the act of reading~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Employ strategies that enable a critical evaluation of a text~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Respond critically to a text through class discussions and writing~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Write effective summaries of texts that avoid wording and sentence structure of the original~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Respond to texts drawing on personal experience and other texts~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Organize coherent essays around a central idea or a position~~
     ~~**Degree of Importance**~~ ~~- Recommended~~

- ~~- Apply structural elements in writing that are appropriate to the audience and purpose~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Provide appropriate and accurate evidence to support positions and conclusions~~
  ~~**Degree of Importance** - Required~~
- ~~- Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing~~
  ~~**Degree of Importance** - Required~~
- ~~- Utilize effective grammar recall to check sentences for correct grammar and mechanics~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Proofread his/her own and others' prose~~
  ~~**Degree of Importance** - Recommended~~

Catalog View ~~**Recommended Course Preparation**~~ **Prerequisite :** ~~=~~ ~~Eligib~~ Eligibility for ENGL C1000

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  ~~At least two~~ Two comprehensive exams.
- Quizzes
  Frequency
  ~~As~~ Periodic ~~needed~~ testing based upon textbook chapter content .
- Papers
  Frequency
  ~~To~~ Periodic ~~be~~ short ~~determined~~ reflective ~~by the instructor~~ essays .
- Home Work
  Frequency
  Weekly readings and/or critical analysis of audio/visual content .

Distance Education

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

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

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

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

~~Emergency~~ As ~~Delivery~~ a ~~Methods~~

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

- social
  science course, all assignments and discussions can be handled equally as effectively online, as they can in a face-to-face setting. Students may benefit, however, from occasional face-to-face lectures, discussions, and group work.

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

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

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

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

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~Instructor~~ Every ~~will~~ 2 ~~ensure interaction with students to assess and resolve issue of participation, comprehension and implementation of course materials. Students will be encouraged to email the instructor as part of virtual office hours. Students will ask questions about course requirements, content, grading, clarifications, etc. Replies will be made as soon as possible.~~ weeks
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency

~~The~~ Every ~~instructor~~ 2 ~~will administer discussions in class discussion boards. The instructor will read each student's post and reply to selected postings.~~ weeks

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Announcements~~ Every ~~to~~ 2 ~~the class will be posted regularly. Announcements may include upcoming assignments, exam dates, changes or clarifications of assignments or syllabus.~~

- ~~**Other:**~~
  ~~**Frequency**~~
  ~~The instructor will give suitable and timely feedback within the course management system on discussions, assignments, quizzes and exams.~~ weeks

Student-Student Interaction

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

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  ~~Students~~ Every ~~will~~ 2 ~~be encouraged to email each other to ask questions about the course, clarifications of assignments or set up study groups.~~ weeks
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Students~~ Every ~~will~~ 2 ~~be required to post to the discussion board in each module. They will answer questions constructed by instructor, for better understanding of course material. Students will also reply to other student's postings. An example of this is: What is the difference between a cult and a religion?~~ weeks
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Students will work in teams during group projects, which will include research and organization of findings. Students will present their completed work~~ Two to ~~the~~ three ~~rest of the class. Completed work will be posted to~~ times a ~~discussion format for all students to read and make comments~~ semester . ~~An example assignment is: What are some of the superstitions practiced by your own family and friends? Where do you think they came from? Why do you think they persist? How do your findings relate to what you have learned about this course topic?~~

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  ~~The~~ Every ~~instructor will create questions or statements relating~~ 2 to ~~the~~ 3 ~~textbook, websites or other presentation material in each module~~ weeks . ~~Students will be required to post their own original ideas, experiences based on the understanding of these modules topics. Students will also be required to reply to classmates' posts. An example is: What is the difference between witchcraft and magic? Are there rituals involved in one or both of these? What are they?~~
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  ~~Students will collaborate in small groups to research assigned topics relating to the course. They will present their conclusions to the class, via~~ Once a ~~discussion board~~ semester . ~~Each topic may require a different presentation format, which might include, written papers, PowerPoint, or a group created video clip or website. An example assignment is: What are some of the superstitions practiced by your own family and friends? Where do you think they came from? Why do you think they persist? How do your findings relate to what you have learned about this course topic?~~
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  ~~There will be~~ Once a ~~term research or investigation paper on course related topics. Student will submit their work to an anti-plagiarism service to be reviewed for plagiarism. When no plagiarism is involved they may then submit their work to the course. An example of a term paper is: Choose a religion that is not your own to study during the course of this~~ semester ~~. You must introduce yourself to the community of practitioners and obtain their permission to write a term paper about them and their religion. You must attend meetings and conduct in-person interviews in order to collect the ethnographic data upon which you will base your final paper.~~
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~Quizzes~~ Every ~~will~~ 2 ~~be "open book", and used in each module of the course~~ weeks . ~~Quizzes will let students practice and demonstrate what they have learned from the assigned readings. Questions will be randomized to insure students get different questions.~~
  ~~Tests and exams will have set time limits and students will be forced to completing the exam in one sitting. At least part of the evaluation will have students answer "short answer and "essay questions" to illustrate knowledge using supporting evidence as well as reflective, creative and critical thinking skills. Questions will be randomized to insure students get different questions. An example of an exam question is: What is natema, what is it used for in Jivaro culture, and who uses it?~~

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

Frequency

~~A~~ Every ~~written introduction or mini-lecture~~ 1 to ~~each~~ 2 ~~module topic will be divided into short sections for ease of reading~~ weeks . ~~For example, four mini-lectures with two short paragraphs per page might be posted on four separate religions.~~

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Textbook

1. **Title** The Anthropology of Religion, Magic, and Witchcraft
   Edition ~~4th~~ 5th
   Year ~~2017~~ 2025
2. **Author(s)** Peter Metcalf
   Title The Anthropology of Religion
   Year 2023
3. **Author(s)** Morton Klass, Maxine Weisgrau
   Title Across The Boundaries Of Belief: Contemporary Issues In The Anthropology Of Religion
   ~~**Year** 2019~~
4. ~~**Author(s)** Pamela A. Moro~~
   ~~**Title** Magic, Witchcraft and Religion: A Reader in the Anthropology of Religion~~
   Edition ~~9th~~ 1st
   Publisher ~~McGraw Hill~~ Routledge
   Year ~~2012~~ 2019

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

~~-~~ It is considered a supplementary text that remain contemporary and thematically current .

OER

1. **Author(s)** ~~Hicks,~~ Brian ~~David,~~ Pierson and Et al.
   Title ~~Ritual and Belief~~ Beliefs : ~~Readings~~ An ~~in~~ Open ~~the~~ Invitation to Anthropology of Magic, Witchcraft and Religion
   Edition ~~3rd~~ 1st
   Publisher ~~McGraw~~ Academic ~~Hill~~ Senate for California Community Colleges (ASCCC)
   ~~**ISBN-13**~~ **URL**
   Year ~~2010~~ 2020

Rationale for textbook older than ~~5~~ 7 years. (Most recent edition, considered classic, etc.)

~~-~~

Or Equivalent No

~~Other Materials Required of Students~~

~~v~~

1. ~~**Enter Required Material** -~~
   ~~None~~

Codes and Dates

Course Codes

Originator ~~Hasten, Lucas~~ Cearley, Daniel

Origination Date

~~09~~ 10 / ~~28~~ 21 / ~~2019~~ 2024

Parent Course

ANTR 12 - Magic/Religion/Witchcraft/Healing

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~
- State Approval

  ~~01/27/2020~~
- CC Approval

  ~~10/07/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

10/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Anthropology 12
Magic/Religion/Witchcraft/Healing

Effective: Fall 2025

Catalog Description:

ANTR 12 - Magic/Religion/Witchcraft/Healing
3.00 Units

Cross-cultural perspectives on spirituality, religious practice, myth, ancestor beliefs, witchcraft and the variety of religious rituals and practitioners found in the cultures of the world. Examination of the cosmologies of different cultures through the anthropological perspective. Emphasis is placed on how knowledge of the religious practices and beliefs of others can help us to understand the multicultural world in which we live. Comparison of the ways in which diverse cultures confront the large and fundamental questions of existence: those dealing with the meaning life, birth and death, and with the relationship of humans to each other and to their universe.

Prerequisite: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

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 and understand the methodologies of social and cultural anthropology
B. Describe and understand the anthropological approach to the study of religion
C. Describe and apply some of the various theories that have been posited to explain religion from an anthropological perspective
D. Objectively study cultural issues such as religion through comparison and contrast

E. Use compare and contrast to demonstrate a broad knowledge of indigenous cultures, religious beliefs and practices
F. Discuss the complex relationship between religious ideology, cultural practice, and social institutions
G. Explain the difference between folklore, mythology, legend, and ritual, and describe the relationships between them
H. Compare and contrast the various types of religious practitioners such as shamans, priests, prophets, witches and sorcerers
I. Discuss the role of ancestors, ghosts, and souls in a variety of small religions
J. Discuss the use of religion and ritual in medical and healing contexts
K. Describe universal patterns of spiritual belief
L. Describe and explain the phenomenon of religious revitalization
M. Discuss the human search for transcendence through ritual, spiritual journey, prayer, and trance
N. Display familiarity with a variety of non-Western myths, legends, and religious practices

Course Content:

1. The four-field, holistic approach of anthropology
2. The culture concept
3. Historical overview of the field, its scope, aims, methods, and relationship with other disciplines of scientific inquiry
4. Theoretical approaches to the anthropological study of religion
    1. Unilineal evolutionary
    2. Historical materialist
    3. Structural/sociological
    4. Psychoanalytic
    5. Functionalist
    6. Cultural materialist
    7. Symbolic
5. Ritual and symbolic behavior
    1. Theoretical approaches to ritual
    2. Rites of passage
    3. Selected case studies, for example:
        1. Horace Miner, "Body Ritual Among the Nacirema"
        2. Daniel Gordon, "Female Circumcision in Egypt and Sudan: A
        3. Controversial Rite of Passage”
        4. William K. Powers, "The Sweat Lodge: Inside"
6. Folklore
    1. Legend and myth
    2. Theoretical approaches to the study of myth
    3. Selected case studies, for example:
        1. Lee M. Hollander, The Poetic Edda
        2. Wendy Doniger O'Flaherty, The Rig Veda
        3. W. D. Westervelt, Hawaiian Legends of Ghosts and Ghost-Gods
7. Religious practitioners
    1. Shamans and priests

2. Prophets
3. Selected case studies, for example:
    1. Margery Wolf, "The Woman Who Didn't Become a Shaman"
    2. William Howells, "The Shaman: A Siberian Spiritualist"
    3. Michael Barkhun, "Reflections After Waco: Millennialists and the State"

8. Occult practices
    1. Witchcraft
    2. Sorcery
    3. Divination
    4. Magic
    5. Concepts of good and evil
    6. Selected case studies, for example:
        1. E. E. Evans- Pritchard, "Consulting the Poison Oracle Among the Azande"
        2. George Gmelch, "Baseball Magic"
        3. Claude Levi-Strauss, "The Sorcerer and His Magic"
9. Ghosts, souls and ancestors
    1. Spirits and animism
    2. Death and the deceased
    3. Selected case studies, for example:
        1. J. H. M. Beattie, "The Ghost Cult in Bunyoro"
        2. Rachel Attituq Qitsualik, "Anirniq: An Inuit 'Ghost' Story"
        3. Allen Haney et al., "Spontaneous Memorialization: Violent Death and Emerging Mourning Ritual"
10. The human search for transcendence
    1. Prayer
    2. Trance
    3. Vision quest
    4. Body modification
    5. The religious use of drugs
    6. Selected case studies, for example:
        1. Michael Harner, "The Sound of Rushing Water"
        2. Napoleon A. Chagnon, "My Adventure with Ebene: A 'Religious Experience'"
        3. Fred W. Voget, The Shoshoni-Crow Sun Dance
11. Religion and healing
    1. Ethnomedicine
    2. Selected case studies, for example:
        1. Arthur C. Lehmann, "Eyes of the Ngangas: Ethnomedicine and Power in Central African Republic"
        2. L. A. Rebhun, "Swallowing Frogs: Anger and Illness in Northeast Brazil"
        3. Wayland D. Hand, "Folk Medical Magic and Symbolism in the West"
12. Old and new religions
    1. Cargo cults
    2. Revitalization movements
    3. New religious movements
    4. Selected case studies, for example:

1. Alice Beck Keyhoe, The Ghost Dance: Ethnohistory and Revitalization
2. John R. Hall, "Apocalypse at Jonestown"
3. Barry Chavannes, "The Rastafari Abroad"

Methods of Instruction:

1. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs.
2. Audio-visual Activity - Presentation of audio-visual materials
3. Lecture - Instructor provides a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
4. Research - Presentation of published, academic, or professional research that includes methods, data, and/or conclusions.
5. Textbook reading assignments; additional Internet based and/or print assignments

Typical Assignments

A. Research:
    1. Choose a religion that is not your own to study during the course of the term. You must introduce yourself to the community of practitioners and obtain their permission to write a term paper about them and their religion. You must attend meetings and conduct in-person interviews in order to collect the ethnographic data upon which you will base your final paper.

B. Other:
    1. Discussions
        1. What is the difference between a cult and a religion? What are some of the superstitions practiced by your own family and friends? Where do you think they came from? Why do you think they persist?

C. Reading:
    1. Read chapters two and three of Raymond Scupin's Religion and Culture: An Anthropological Focus and evaluate the following questions: Describe the rationalist, unilineal perspective that E.B. Tylor applied to his study of religion. What are some of the flaws of this approach? Describe the approach that symbolic anthropology takes toward the study of religion. What has Clifford Geertz contributed to this style of inquiry?
    2. Read selections from Lee M. Hollander's translation of The Poetic Edda and evaluate the following questions: Compare and contrast the "Lay of Thrym" and the "Lay of Fafnir"; into which categories of folklore do they fall? Why? How are the stories similar? How do they differ? What do the Eddic lays tell us about Viking culture? How accurately do you think they represent the times in which they were written (circa 800 - 1200 AD)?

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Two comprehensive exams.

B. Quizzes
    1. Periodic testing based upon textbook chapter content.

C. Papers

1. Periodic short reflective essays.

D. Home Work
    1. Weekly readings and/or critical analysis of audio/visual content.

Student Learning Outcomes

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

A. describe the role and responsibility of religious specialists.
B. identify the components of various religious rituals.
C. interpret symbolic cultural practices through various anthropological and theoretical perspectives.

Textbooks (Typical):

OER:

1. Brian Pierson and Et al. *Beliefs: An Open Invitation to Anthropology of Magic, Witchcraft and Religion*. 1st /e, Academic Senate for California Community Colleges (ASCCC), 2020. .

Textbook:

1. Rebecca Stein, Philip Stein *The Anthropology of Religion, Magic, and Witchcraft*. 5th ed., Routledge, 2025.
2. Peter Metcalf *The Anthropology of Religion*. 1st ed., Routledge, 2023.
3. Morton Klass, Maxine Weisgrau *Across The Boundaries Of Belief: Contemporary Issues In The Anthropology Of Religion*. 1st ed., Routledge, 2019.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ANTR 13 - Introduction to Forensic Anthropology

Course Modification: ANTR 13 - Introduction to Forensic Anthropology (Launched - Implemented 10-29-2024)
compared with
ANTR 13 - Introduction to Forensic Anthropology (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Catalog Description
Introductory course in the application of ~~physical~~ biological anthropology and archaeology to the medico-legal process with an emphasis on the identification of human skeletal remains. – Emphasis upon the ethical treatment and legal framework of human remains both past and present. Includes basic human osteology and odontology, assessment of age at time of death, sex, ancestry, trauma analysis, pathology, and general physical characteristics including height and weight based upon minimal skeletal remains. – Estimation of time since death , decomposition, surface/sub-surface recovery , crime scene analysis, animal scavenging, and identification procedures.

Units/Hours

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

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

Course Content

Lecture Content

1. Introduction to forensic anthropology
    1. Historical background and methodology
        1. Data gathering and analysis

2. Basics of human osteology and odontology
    1. Overview of the human skeleton
        1. Cranial and postprandial skeleton
        2. Bone anatomy and growth
        3. Human dentition
        4. Human and non-human skeletal distinctions
            1. Morphological differences
            2. State of preservation

3. Recovery scene
    1. Locating remains
    2. Site preparation and mapping
    3. Preliminary excavation
    4. Marking remains
    5. Evidentiary chain of custody

4. Time since death
    1. Estimating TSD of surface finds
    2. Estimating TSD of buried remains

3. Effects of scavenging
4. Using local flora and fauna and entomology to estimate TSD
5. Decomposition of associated materials

5. Forensic anthropology laboratory
    1. Preparation of remains
    2. Reconstruction
    3. Inventorying of remains

6. Determining ancestry
    1. Cranial skeleton
    2. Postcranial skeleton

7. Determining sex
    1. Pelvis
    2. Skull
    3. Various bones
    4. Subadults

8. Age at death
    1. Subadults
    2. Adults

9. Determination of height
    1. Basics
    2. Full Skeleton
    3. Partial skeleton
    4. Adjustments
        1. Age
        2. Shrinkage

10. Death and trauma
    1. Cause of death
    2. Bone trauma basics
    3. Characteristics of force
        1. Direction of force
        2. Speed of force
        3. Focus of force
    4. Types of trauma
        1. Blunt force
        2. Sharp force
        3. Projectile
        4. Miscellaneous

5. Timing of injury
    1. Antemortem
    2. Perimortem
    3. Postmortem

11. Projectile trauma
    1. Basics of ammunitions and firearms
    2. Basics of bullet travel
    3. Effects of bullets on bone
    4. Bullet wound analysis
    5. Pellet wound analysis
    6. Miscellaneous projectiles

12. Blunt trauma
    1. Types of instruments
    2. Effects of blunt instruments on skeleton
    3. Wound analysis

13. Sharp and miscellaneous trauma
    1. Sharp instruments

1. Effects
2. Wound analysis

2. Strangulation
3. Chemical trauma

14. Antemortem skeletal conditions
    1. Pathologies
    2. Anomalies
    3. Occupational stress markers
15. Postmortem changes to bone
    1. Dismemberments
        1. Basics of saws and saw damage
        2. Analysis of saw marks
    2. Animal scavenging
        1. Carnivores
        2. Rodents
    3. Fire damage
    4. Weathering
    5. Burial damage

6. Water damage
7. Miscellaneous damage

- Identification
  1. Facial reconstruction
  2. Determining handedness
  3. Body weight
  4. Antemortem identification
     1. Radiography
     2. Photographic superimposition
     3. Forensic odontology
     4. Miscellaneous techniques

- ~~Conclusions~~ Legal Framework
  1. Ethics
  2. Final report
  3. Courtroom testimony

- Careers
  1. Law Enforcement

2. Military Post-conflict Recovery
3. Medical examiners & Forensic Bureaus
4. Humanitarian & International NGOs
5. United Nations and Truth Commissions

- Sociological Contexts

1. Missing persons and homelessness
2. Border crossings
3. Organized violence
4. Historical and contemporary genocide
5. Archaeology

Methods of Instruction

Check all that apply:

- Discussion
  Comments
  Facilitate relevant thematically guided peer-to-peer and/or class dialogs.
- Field Trips
  Comments
  Outside the classroom activities, such as an on-campus survey exercise designed to practice evidence search techniques to locate objects and other items in a natural setting.
- Lab
  Comments
  In-class activities that utilize skeletal casts to teach skeletal element identification, siding, and bone features. This also includes other related exercises for describing trauma, sex determination, and age.
- Lecture
  Comments
- Instructor ~~Projects~~
  ~~Comments~~ provides

a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.

Other ~~Yes~~ No

Equity Based Curriculum

- Measurable Objectives
  Address
  The course objectives discuss human physiology and anatomy as a range of expression, not limited to binary categories. In sections C-D, analysis of sex and ancestry is historically contextualized and provides a broad anthropological view of these determinations within institutional and societal norms.
- Course Content
  Address
  As mentioned in measurable objectives, course content specifically includes discussions around sex and gender, and race and ethnicity. Topics, authors, and case studies are not limited to the United States, nor Western academic traditions; in contrast, readings include international forensic anthropological studies in Africa, Latin America, South East Asia, and Eastern Europe.
- Library
  Address
  A hard copy of the textbook is available on Reserve Reading.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

    1. ~~Reading~~

        1. ~~Read the section of your text on basic cranial anatomy.~~ You are the first responder to a report of a body in a field. Utilizing SOAP (Subjective and Objective information, Assessment of findings, and Plan of action), survey, map and evaluate the scene, noting position of body and associated materials, weather, type of area (park, farm, etc.), and associated injuries to the body. Develop your plan of action for forensic evidence collection and site preservation.

2. **Assignment Type** Laboratory
   Add Assignment

1. ~~Laboratory~~ Identify the primary areas of the postcranial skeleton most useful in determining age at time of death. Make observations of epiphyseal closure of specific skeletal areas and determine the age of a skeleton.

    1. ~~Identify the primary areas of the postcranial skeleton most useful in determining age at time of death.~~ Describe the impact of a ballistic type trauma, measure its size and shape, than determine the entry and exit points with a discussion of possible caliber sizes.

3. **Assignment Type** Reading
   Add Assignment

    1. ~~Project~~

        1. ~~You are the first responder to a report of a body in a field. Utilizing SOAP (Subjective and Objective information, Assessment of findings, and Plan of action), survey, map and evaluate the scene, noting position of body and associated materials, weather, type of area (park, farm, etc.), and associated injuries to the body. Develop your plan of action for forensic evidence collection and site preservation.~~ Read a section of a case study on the 1994 genocide in Rhwanda, focus on the legal parameters and humanitarian legal precedents that was employed to convict perpetrators. Answer the questions of how the intellectual authors were convicted differently in contrast to more common lower status individuals.

    2. ~~Field trip~~

        1. ~~Coroner's office~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ANTR 13, students will be able to describe~~ Describe the legal and ethical framework of forensic anthropology.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

    - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
      Read Critically : Locate, interpret and analyze various types of written texts
    - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
      Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
    - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments

2. **Outcome Text**
   ~~Upon completion of ANTR 13, students will be to analyze~~ Analyze human bones for identification of sex, ancestry, age, trauma and stature.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** ~~Recommended Course Preparation~~ Prerequisite
   Subject ~~= (test)~~
   Requisite Course ~~- Eligib - (Historical)~~
   Comments Eligibility for ENGL C1000
   Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Annotate a text during the act of reading~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Employ strategies that enable a critical evaluation of a text~~
     ~~**Degree of Importance**~~ ~~- Not Necessary~~
   - ~~- Respond critically to a text through class discussions and writing~~
     ~~**Degree of Importance**~~ ~~- Recommended~~
   - ~~- Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays~~

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

- ~~- Write effective summaries of texts that avoid wording and sentence structure of the original~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Respond to texts drawing on personal experience and other texts~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Organize coherent essays around a central idea or a position~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Apply structural elements in writing that are appropriate to the audience and purpose~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Provide appropriate and accurate evidence to support positions and conclusions~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Utilize effective grammar recall to check sentences for correct grammar and mechanics~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Proofread his/her own and others' prose~~
  ~~**Degree of Importance** - Not Necessary~~

Catalog View **Prerequisite:** Eligibility for ENGL C1000

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  ~~Approximately~~ One ~~three~~ to ~~non-comprehensive~~ two ~~exams~~ midterms and ~~a comprehensive~~ final exam .
- Quizzes
  Frequency
  Periodic testing based upon textbook chapter content.
- Projects
  Frequency
  End of term .
- ~~evaluation~~ Field ~~of~~ Trips
  Frequency ~~project~~
  Occasional visits to field sites and/or conducting outdoor field activities at on-campus locations.
- Lab Activities
  Frequency
  Periodic lab activities focused on skeletal analysis.

Other ~~No~~ Yes

Please Explain

Periodic practicum exams focused on skeletal identification.

Distance Education

Effective Term Fall 2025

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

Yes

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

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

~~Emergency~~ **Delivery Methods**

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~ The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

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

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~The~~ Every ~~instructor~~ 2 ~~will send a Welcome Email to students one week before the semester start date and communicate with students on the wait list to provide add codes. Course format, policies ,and the Syllabus will be included in the Welcome Email. The instructor will respond to emails from students through Canvas Email as well as through the LPC campus email. Emails will be answered within 24 hours - 48 hours. Additionally, a student will be emailed through Canvas Email as a check in if participation drops, an assignment is submitted incorrectly, or other issues arise that require intrusive communication and intervention~~ weeks .
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~The~~ Every ~~instructor~~ 2 ~~will provide substantive feedback on 5-10 posts per week. The Instructor will provide guided discussions each week where students will demonstrate their knowledge of course material and analyze anthropological techniques and methods. The instructor will review work to ensure accuracy of content, guide students to think critically, and ask probing questions to challenge the learner. The instructor will provide substantive feedback on 5-10 posts per week. The Discussion Board will also serve as a debriefing of lab results. In addition to Discussion assignments, pinned~~

~~Discussions will be available for students to ask questions (Q&A) and share articles, videos, and news (Virtual Chat)~~ weeks .

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  ~~Each~~ Every ~~assignment~~ 2 ~~will be reviewed by the instructor with individual feedback added in Grade Comments. The Instructor will provide assignments that will reinforce the introductory lectures and serve as a preparation for the lab exercises. An Assignment Rubric will explain content expectations as thorough, moderate or minimal~~ weeks .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Announcements will be added twice a week by the instructor for engagement opportunities with students: 1) Reminders of due dates,~~ Every 2 ~~) Module open and close dates, 3) Module Introduction and Wrap Up, 4) Special activities and events related to content. Specific Announcements will be open for replies for the Instructor to gather feedback and respond to questions.~~
- ~~**Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*~~
  ~~**Frequency**~~
  ~~The instructor will be available during weekly office hours for video/web conferencing. This will provide face-to-face interaction in real time.~~
- ~~**Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*~~
  ~~**Frequency**~~
  ~~The instructor will invite students to join the Las Positas College Anthropology Facebook Group. The instructor will post once a week concerning suggested readings, current trends in research, and new technologies to engage students in a social context to reinforce the course material.~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Wikis: The instructor will provide Wikis in each module for students to anonymously add content related to the week's lecture/lab activities. Wikis encourage students to research, write content, and control the information being shared for their own learning experience. Students have access to the content editor and can link articles and upload photos and videos. The instructor will review content and ensure information is focused and accurate. The instructor will review Page Analytics to determine student participation and assign extra credit, as appropriate~~ weeks .

Student-Student Interaction

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

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

~~There~~ Every ~~will~~ 2 ~~be a discussion topic for each of the major sections of the course. Students will respond to the Instructor's Discussion assignments with a quality-based response following the Discussion Rubric. A student will submit their activity before seeing other students' work. In addition, a student will reply to two classmates with quality feedback following appropriate netiquette. An example assignment is: After viewing a number of different human skeletal elements, explain six characteristics that you used to decide that an individual was a either a male of a female. Compare and/or contrast two of these characteristics with two classmates.~~

- ~~**Social networking:** *A social network tool will be used so students can communicate on course topics.*~~
  ~~**Frequency**~~
  ~~At least one Facebook group discussion per semester.~~
- ~~**Wikis:** *Students will use wikis to work collaboratively.*~~
  ~~**Frequency**~~
  ~~Students will collaborate on Wikis in each Module to add content and share knowledge, such as key words and definitions, practice quiz questions, and additional lab resources on the Internet. An example assignment is: Explain the components of the axial skeleton and list the five kinds of vertebra~~ weeks .

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  ~~For~~ Every ~~each major section, a Discussion assignment will be provided. Students add a response explaining their experience, knowledge, and results of a lab exercise and reply~~ 2 to ~~two~~ 3 ~~classmates. The instructor will create Discussion exercises related to the learning material and online resources. An example assignment is: After viewing a number of human skeletal elements, explain six characteristics that you used to decide that an individual was a male or a female. Compare and/or contrast two of these characteristics with two classmates~~ weeks .
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  ~~Throughout~~ 1 ~~the~~ to ~~course~~ 3 times a ~~series of exercises with short summary reports will be required, minimally six in total. These will cover the following major osteological topics: axial, perpendicular, sex, age, stature, ancestry, pathology, and trauma. Laboratory reports will require students to write effective summaries of the text and provide appropriate and accurate evidence to support their conclusions. Example: Identify and describe the following vertebrae, noting the features you used to make your identification. a. atlas b. axis c. cervical vertebrae d. thoracic vertebrae e. lumbar vertebrae f. sacrum, g. coccyx.~~ semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*

Frequency

~~There~~ Once ~~will be two formal reports submitted, during the~~ a semester ~~each will be written mimicking American Academy for Forensic Science standard report format. Students will use the Internet to explore and contribute to the discussions by sharing interactive websites, relevant images and videos, etc. that enhance the module topics. For assignments, students are required to cite their sources and provide references through Internet research.~~

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

  Frequency

  Quizzes will ~~be used in each Module to ensure that students have completed~~ parallel the ~~required activities and read the assigned materials. Quizzes will be "open-book," and students can attempt a quiz 3 times~~ textbook , ~~earning~~ approximately ~~the~~ every ~~highest~~ 2 ~~score~~ weeks . A ~~Practicum~~ ~~Midterm~~ midterm and ~~Practicum~~ final ~~Final~~ exam ~~Exam~~ scheduled ~~will include~~ once a ~~variety of question formats, including short answer and essay questions that require higher-order thinking skills~~ semester . ~~A typical exam question is: In what specific ways is the difference between the cause of death versus the manner of death? What aspects can forensic anthropologists determine versus a medical examiner?~~

- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*

  Frequency

  Prior to each ~~practicum/~~ exam ~~;~~ ~~students will have~~ twice the ~~opportunity to complete practice quizzes (open book) to learn how to complete a quiz in Canvas and review instructor format and expectations. An example practice quiz question: Name a feature that differentiates all seven cervical vertebrae from the other vertebrae~~ semester .

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

  Frequency

  ~~For~~ every ~~each module, a brief asynchronous mini-lecture/overview will outline the major themes, content, and expectations for the upcoming material.~~

- ~~**Video:** *Video will be used* 1 *to demonstrate* 2 *procedures and to help students visualize concepts.*~~

  ~~**Frequency**~~

  ~~For each major course section, videos will be used to supplement the reading and demonstrate activities to help students visualize concepts, review osteological techniques, and provide historical context.. Videos reinforce material for students who learn through seeing and hearing. Videos will be closed captioned~~ weeks .

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

  Frequency

  ~~At the conclusion of the course,~~ Once a ~~single written report will be submitted. Students will be tasked with using the textbooks and lecture notes to describe the process of a forensic investigation using a fictitious scenario. A standardized forensic form will be filled out describing each of the central aspects of a forensic investigation, including survey techniques, excavation methodology, and biological skeletal analysis. Students will will be graded upon the level of detail and clarity of your answers.~~

- ~~**Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*~~

  ~~**Frequency**~~

~~Three surveys will be given to students during the~~ semester ~~. Self-Assessment Survey (Beginning) and Self-Assessment Survey (End) to gain an understanding of students' study strategies and focus of attention on learning. At the end of the course, students will complete a Feedback Survey about their perspective towards the course content, structure, and assignment material. An example survey question: I'm confident I will be able to understand the following concepts and terms (check all that apply): DNA , ancestry, heredity, scientific method, forensic protocols, and osteology methodology.~~

- ~~**Case studies:** *Students will evaluate real-world problems, situations, etc.*~~
  ~~**Frequency**~~
  ~~For each major section of the course, a case study will be provided to illustrate how forensic anthropology has been applied in the real-world~~ .

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. **Title** Introduction to Forensic Anthropology
   Edition ~~5th~~ 6
   Year ~~2016~~ 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~-~~
2. **Title** Flesh and Bone: An Introduction to Forensic Anthropology
   Edition ~~3rd~~ 4th
   Year ~~2016~~ 2023
3. ~~**Author(s)** Douglas H. Ubelaker~~
   ~~**Title** The Global Practice of Forensic Science~~
   ~~**Publisher** Wiley-Blackwell~~
   ~~**Year** 2015~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~
4. **Author(s)** Robert W. Mann
   Title The Bone Book: A Photographic Lab Manual for Identifying and Siding Human Bones
   ~~**Edition** 1st~~
   Publisher Charles C Thomas Pub Ltd
   ~~**ISBN-13**~~
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   A common supplementary textbook.

OER

1. **Author(s)** Jason M. Organ and Jessica N. Byram
   Title Explorations: Appendix A
   Edition 2
   Publisher American Anthropological Association
   URL https://explorations.americananthro.org/
   Year 2023

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

2. **Author(s)** Neumann, Georg and Et. al.
   Title Introduction to Human Osteology
   Edition
   Publisher Grand Valley State University
   URL https://oercommons.org/courses/introduction-to-human-osteology
   Year 2012
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Supplemental text for specific area skill development.
   Or Equivalent No

Other Learning Materials

1. **Other**
   A hard copy of the textbook is available on Reserve Reading.

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 5B - Biological Science
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change Yes

- 5 - Natural Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Hasten, Lucas~~ Cearley, Daniel

Origination Date

~~11~~ 10 / ~~16~~ 21 / ~~2020~~ 2024

Parent Course

ANTR 13 - Introduction to Forensic Anthropology

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/23/2019~~

- CC Approval

  ~~10/29/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

10/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Anthropology 13
Introduction to Forensic Anthropology
Effective: Fall 2025

Catalog Description:

ANTR 13 - Introduction to Forensic Anthropology
3.00 Units

Introductory course in the application of biological anthropology and archaeology to the medico-legal process with an emphasis on the identification of human skeletal remains. Emphasis upon the ethical treatment and legal framework of human remains both past and present. Includes basic human osteoology and odontology, assessment of age at time of death, sex, ancestry, trauma analysis, pathology, and general physical characteristics including height and weight based upon minimal skeletal remains. Estimation of time since death, decomposition, surface/sub-surface recovery, crime scene analysis, animal scavenging, and identification procedures.

Prerequisite: 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. Distinguish human from non-human skeletal remains
B. Identify aspects of crime scene investigation imperative to analysis by forensic anthropologists and pathologists
C. Assist forensic scientists in both laboratory and field settings
D. Determine the sex of a human skeleton

E. Estimate the ancestry of a human skeleton
F. Estimate age at death for a human skeleton
G. Deduce the source of skeletal trauma
H. Differentiate between methods used to establish time since death for a set of human remains

Course Content:

1. Introduction to forensic anthropology
    1. Historical background and methodology
        1. Data gathering and analysis
2. Basics of human osteology and odontology
    1. Overview of the human skeleton
        1. Cranial and postprandial skeleton
        2. Bone anatomy and growth
        3. Human dentition
        4. Human and non-human skeletal distinctions
            1. Morphological differences
            2. State of preservation
3. Recovery scene
    1. Locating remains
    2. Site preparation and mapping
    3. Preliminary excavation
    4. Marking remains
    5. Evidentiary chain of custody
4. Time since death
    1. Estimating TSD of surface finds
    2. Estimating TSD of buried remains
    3. Effects of scavenging
    4. Using local flora and fauna and entomology to estimate TSD
    5. Decomposition of associated materials
5. Forensic anthropology laboratory
    1. Preparation of remains
    2. Reconstruction
    3. Inventorying of remains
6. Determining ancestry
    1. Cranial skeleton
    2. Postcranial skeleton
7. Determining sex
    1. Pelvis
    2. Skull
    3. Various bones
    4. Subadults
8. Age at death
    1. Subadults
    2. Adults

9. Determination of height
    1. Basics
    2. Full Skeleton
    3. Partial skeleton
    4. Adjustments
        1. Age
        2. Shrinkage
10. Death and trauma
    1. Cause of death
    2. Bone trauma basics
    3. Characteristics of force
        1. Direction of force
        2. Speed of force
        3. Focus of force
    4. Types of trauma
        1. Blunt force
        2. Sharp force
        3. Projectile
        4. Miscellaneous
    5. Timing of injury
        1. Antemortem
        2. Perimortem
        3. Postmortem
11. Projectile trauma
    1. Basics of ammunitions and firearms
    2. Basics of bullet travel
    3. Effects of bullets on bone
    4. Bullet wound analysis
    5. Pellet wound analysis
    6. Miscellaneous projectiles
12. Blunt trauma
    1. Types of instruments
    2. Effects of blunt instruments on skeleton
    3. Wound analysis
13. Sharp and miscellaneous trauma
    1. Sharp instruments
        1. Effects
        2. Wound analysis
    2. Strangulation
    3. Chemical trauma
14. Antemortem skeletal conditions
    1. Pathologies
    2. Anomalies
    3. Occupational stress markers
    4. Postmortem changes to bone

1. Dismemberments
    1. Basics of saws and saw damage
    2. Analysis of saw marks
2. Animal scavenging
    1. Carnivores
    2. Rodents
3. Fire damage
4. Weathering
5. Burial damage
6. Water damage
7. Miscellaneous damage

15. Identification
    1. Facial reconstruction
    2. Determining handedness
    3. Body weight
    4. Antemortem identification
        1. Radiography
        2. Photographic superimposition
        3. Forensic odontology
        4. Miscellaneous techniques
16. Legal Framework
    1. Ethics
    2. Final report
    3. Courtroom testimony
17. Careers
    1. Law Enforcement
    2. Military Post-conflict Recovery
    3. Medical examiners & Forensic Bureaus
    4. Humanitarian & International NGOs
    5. United Nations and Truth Commissions
18. Sociological Contexts
    1. Missing persons and homelessness
    2. Border crossings
    3. Organized violence
    4. Historical and contemporary genocide
    5. Archaeology

Methods of Instruction:

1. Lab - In-class activities that utilize skeletal casts to teach skeletal element identification, siding, and bone features. This also includes other related exercises for describing trauma, sex determination, and age.
2. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs.
3. Lecture - Instructor provides a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.

4. Field Trips - Outside the classroom activities, such as an on-campus survey exercise designed to practice evidence search techniques to locate objects and other items in a natural setting.

Typical Assignments

A. Project:
    1. You are the first responder to a report of a body in a field. Utilizing SOAP (Subjective and Objective information, Assessment of findings, and Plan of action), survey, map and evaluate the scene, noting position of body and associated materials, weather, type of area (park, farm, etc.), and associated injuries to the body. Develop your plan of action for forensic evidence collection and site preservation.
B. Laboratory:
    1. Identify the primary areas of the postcranial skeleton most useful in determining age at time of death. Make observations of epiphyseal closure of specific skeletal areas and determine the age of a skeleton.
    2. Describe the impact of a ballistic type trauma, measure its size and shape, than determine the entry and exit points with a discussion of possible caliber sizes.
C. Reading:
    1. Read a section of a case study on the 1994 genocide in Rhwanda, focus on the legal parameters and humanitarian legal precedents that was employed to convict perpetrators. Answer the questions of how the intellectual authors were convicted differently in contrast to more common lower status individuals.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One to two midterms and final exam.
B. Projects
    1. End of term.
C. Quizzes
    1. Periodic testing based upon textbook chapter content.
D. Field Trips
    1. Occasional visits to field sites and/or conducting outdoor field activities at on-campus locations.
E. Lab Activities
    1. Periodic lab activities focused on skeletal analysis.
F. Periodic practicum exams focused on skeletal identification.

Student Learning Outcomes

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

A. Describe the legal and ethical framework of forensic anthropology.
B. Analyze human bones for identification of sex, ancestry, age, trauma and stature.

Textbooks (Typical):

OER:

1. Jason M. Organ and Jessica N. Byram *Explorations: Appendix A* . 2 /e, American Anthropological Association, 2023. https://explorations.americananthro.org/.
2. Neumann, Georg and Et. al. *Introduction to Human Osteology.*, Grand Valley State University, 2012. https://oercommons.org/courses/introduction-to-human-osteology.

Textbook:

1. Steven H. Byers *Introduction to Forensic Anthropology*. 6 ed., Routledge, 2023.
2. Myriam Nafte *Flesh and Bone: An Introduction to Forensic Anthropology*. 4th ed., Carolina Academic Press, 2023.
3. Robert W. Mann *The Bone Book: A Photographic Lab Manual for Identifying and Siding Human Bones*. 1st ed., Charles C Thomas Pub Ltd, 2017.

Other Learning Materials:

1. A hard copy of the textbook is available on Reserve Reading..

Other Materials Required of Students

Other Materials Required of Students:

1. None.

LAS POSITAS COLLEGE

Course Outline for Anthropology 29A
Independent Study, Cultural Anthropology
Effective: Fall 2025

Catalog Description:

ANTR 29A - Independent Study, Cultural Anthropology
0.50 - 2.00 Units

Students choose a topic to research within the field of cultural anthropology and, with the guidance of the instructor, produce a final product to deliver the results of their findings.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

Lab Hours	27 - 108
Inside of Class Hours	27 - 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. Design a project in cultural anthropology to broaden knowledge and/or expand the academic skill set.
B. Conduct independent social science research.
C. Produce a final product which explains, examines, or demonstrates knowledge independently acquired.

Course Content:

1. Develop skills and/or knowledge that reinforces or expands upon concepts discussed in cultural anthropology courses.
2. Determine a methodology for conducting independent social science research.
3. Communicate the results of independent research findings in a final project, paper, or presentation.

Methods of Instruction:

1. Individualized Instruction - The instructor will provide one-on-one mentoring to assist students to design and complete independent research.
2. Directed Study - The instructor will provide guidance for research.
3. Discussion - The student and instructor will meet regularly to discuss the process and progress of independent student research.
4. Independent Study
5. Research - The student will conduct independent academic research and/or social science fieldwork.
6. Student Presentations - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
7. Projects - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.

Typical Assignments

A. Other:
    1. Reading Assignments
        1. Conduct a review of literature on the topic of your research.
        2. Read the work of Pierre Bourdieux, for example, in order to place your research in theoretical context.
    2. Writing Assignments
        1. Prepare an annotated bibliography of recent books published about the topic of your research.
        2. Create a written outline to follow as a guide for your research and/or your final project.
        3. Write a final paper or create a blog/website to present your research findings.
    3. Field Work
        1. Conduct in-person one-on-one interviews with members of the cultural group you are studying.
        2. Observe and record the unique words, rituals, foods, attitudes, and/or behaviors of the cultural group you are studying.

Methods of Evaluating Student Progress

A. Research Projects
    1.
B. Portfolios
    1.
C. Oral Presentation
    1.
D. Papers
    1.
E. Projects
    1.

Student Learning Outcomes

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

A.

Textbooks (Typical):

Other Learning Materials:

1. .

LAS POSITAS COLLEGE

Course Outline for Anthropology 29B
Independent Study, Biological Anthropology
Effective: Fall 2025

Catalog Description:

ANTR 29B - Independent Study, Biological Anthropology
0.50 - 2.00 Units

Students choose a topic to research within the field of biological anthropology and, with the guidance of the instructor, produce a final product to deliver the results of their findings.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

Lab Hours	27 - 108
Inside of Class Hours	27 - 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. Design a project in biological anthropology to broaden knowledge and/or expand the academic skill set.
B. Conduct independent social science research.
C. Produce a final product which explains, examines, or demonstrates knowledge independently acquired.

Course Content:

1. Develop skills and/or knowledge that reinforces or expands upon concepts discussed in biological anthropology courses.
2. Determine a methodology for conducting independent research in biological anthropology.
3. Communicate the results of independent research findings in a final project, paper, or presentation.

Methods of Instruction:

1. Independent Study
2. Discussion - The student and instructor will meet regularly to discuss the process and progress of independent student research.
3. Directed Study - The instructor will provide guidance for research.
4. Student Presentations - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
5. Projects - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
6. Research - The student will conduct independent academic research and/or social science fieldwork.
7. Individualized Instruction - The instructor will provide one-on-one mentoring to assist students to design and complete independent research.

Typical Assignments

A. Other:
    1. Reading Assignments
        1. Conduct a review of literature on the topic of your research.
        2. Read a peer-reviewed article in order to place your research in theoretical context.
    2. Writing Assignments
        1. Prepare an annotated bibliography of recent books published about the topic of your research.
        2. Create a written outline to follow as a guide for your research and/or your final project.
        3. Write a final paper or create a blog/website to present your research findings.
    3. Field Work
        1. Conduct in-person one-on-one interviews with members of the group you are studying.
        2. Observe and record the behaviors and practices of the group you are studying.

Methods of Evaluating Student Progress

A. Projects
    1.
B. Research Projects
    1.
C. Portfolios
    1.
D. Papers
    1.
E. Oral Presentation
    1.

Student Learning Outcomes

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

A.

Textbooks (Typical):

Other Learning Materials:

1. .

LAS POSITAS COLLEGE

Course Outline for Anthropology 29C
Independent Study, Archaeology/Prehistory
Effective: Fall 2025

Catalog Description:

ANTR 29C - Independent Study, Archaeology/Prehistory
0.50 - 2.00 Units

Students choose a topic to research in the field of archaeology or human prehistory and, with the guidance of the instructor, produce a final product to deliver the results of their findings.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

Lab Hours	27 - 108
Inside of Class Hours	27 - 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. Design, execute, or participate in a research project in archaeology or human prehistory.
B. Conduct independent social science research.
C. Produce a final product which explains, examines, or demonstrates knowledge or skills independently acquired.

Course Content:

1. Develop skills and/or knowledge that reinforces or expands upon concepts discussed in archaeology and/or prehistory courses.
2. Determine a methodology for conducting independent research in archaeology and/or prehistory.
3. Communicate the results of independent research findings in a final project, paper, or presentation.

Methods of Instruction:

1. Field Trips - The student may visit sites relevant to research and/or the acquisition of skills.
2. Independent Study
3. Discussion - The student and instructor will meet regularly to discuss the process and progress of independent student research.
4. Directed Study - The instructor will provide guidance for research.
5. Work Experience - The student may perform archaeological fieldwork.
6. Projects - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
7. Research - The student will conduct independent academic research and/or social science fieldwork.
8. Student Presentations - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
9. Individualized Instruction - The instructor will provide one-on-one mentoring to assist students to design and complete independent research.

Typical Assignments

A. Other:
    1. Reading Assignments
        1. Conduct a review of literature on the topic of your research.
        2. Read a peer-reviewed article in order to place your research in theoretical context.
    2. Writing Assignments
        1. Prepare an annotated bibliography of recent books published about the topic of your research.
        2. Create a written outline to follow as a guide for your research and/or your final project.
        3. Write a final paper or create a blog/website to present your research findings.
    3. Field Work
        1. Participate in an academic or professional archaeological excavation.
        2. Catalog and/or preserve remains, artifacts, and/or fossils in a laboratory or museum setting.

Methods of Evaluating Student Progress

A. Research Projects
    1.
B. Portfolios
    1.
C. Papers
    1.
D. Oral Presentation
    1.
E. Projects
    1.

Student Learning Outcomes

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

A.

Textbooks (Typical):

Other Learning Materials:

1. .

LAS POSITAS COLLEGE

Course Outline for Anthropology 29D
Independent Study, Linguistic Anthropology
Effective: Fall 2025

Catalog Description:

ANTR 29D - Independent Study, Linguistic Anthropology
0.50 - 2.00 Units

Students choose a topic to research within the field of linguistic anthropology and, with the guidance of the instructor, produce a final product to deliver the results of their findings.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

Lab Hours	27 - 108
Inside of Class Hours	27 - 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. Design a project in linguistic anthropology to broaden knowledge and/or expand their academic skill set.
B. Conduct independent social science research.
C. Produce a final product which explains, examines, or demonstrates knowledge independently acquired.

Course Content:

1. Develop skills and/or knowledge that reinforces or expands upon concepts discussed in linguistic anthropology courses.
2. Determine a methodology for conducting independent research in linguistic anthropology.
3. Communicate the results of independent research findings in a final project, paper, or presentation.

Methods of Instruction:

1. Independent Study
2. Discussion - The student and instructor will meet regularly to discuss the process and progress of independent student research.
3. Directed Study - The instructor will provide guidance for research.
4. Student Presentations - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
5. Projects - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
6. Research - The student will conduct independent academic research and/or social science fieldwork.
7. Individualized Instruction - The instructor will provide one-on-one mentoring to assist students to design and complete independent research.

Typical Assignments

A. Other:
    1. Reading Assignments
        1. Conduct a review of literature on the topic of your research.
        2. Read a peer-reviewed article in order to place your research in theoretical context.
    2. Writing Assignments
        1. Prepare an annotated bibliography of recent books published about the topic of your research.
        2. Create a written outline to follow as a guide for your research and/or your final project.
        3. Write a final paper or create a blog/website to present your research findings.
    3. Field Work
        1. Conduct in-person one-on-one interviews with members of the group you are studying.
        2. Observe and record the linguistic behaviors of the group you are studying.

Methods of Evaluating Student Progress

A. Research Projects
    1.
B. Portfolios
    1.
C. Papers
    1.
D. Oral Presentation
    1.
E. Projects
    1.

Student Learning Outcomes

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

A.

Textbooks (Typical):

Other Learning Materials:

1. .

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ARHS 1 - Introduction to Art History

Course Modification: ARHS 1 - Introduction to Art History (Launched - Implemented 10-11-2024)
compared with
ARHS 1 - Introduction to Art History (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

Units/Hours

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

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  group workshops and discussions
- Discussion
  Comments
  small group and class discussions
- Lecture
  Comments
  lectures on art historical topics
- ~~Student Presentations~~ Projects
  Comments
  course artistic projects
- ~~Written Exercises~~ Research
  Comments
  research projects on art historical topics

Equity Based Curriculum

- Course Content
  Address
  Course has a global focus using examples of art from across the world

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. ~~Writing or Discussion~~

      1. Discuss the impact on the environment from such works as Smithson's Spiral Jetty or Christo's Running Fence.

      2. What are the advantages and disadvantages of painting with synthetic media as opposed to the more traditional oil paints?

      3. Compare and contrast the expressive possibilities of drawing with metalpoint and with charcoal.

      4. Explain why you think the authorship of a work of art is important to the viewer's appreciation of that work. Refer in your discussion specifically to The Polish Rider, which may or may not have been painted by Rembrandt himself.

      5. Explain the major differences between the Postmoden style of architecture that emerged in the 1980's and the International style prevalent in the 1960's and 1970's.
   2. ~~Projects~~

2. **Assignment Type** Project
   Add Assignment

   1. Critique in detail one work you find personally the most interesting (include overlay). Make a comparison with another artist of another style or period (include overlay). Make sure your comparison relates by theme (war, love, fantasy, etc.), meaning (iconography or representation/abstract), or subject (landscape/landscape, portrait/portrait, still life/still life, etc.) Discuss how both images are the same, and how they are different in regards to the following: line, shape, mass, light, value, color (hues and chroma), texture, pattern, space, time and motion, theme, meaning, subject, and all the principles of design.

2. Explain the various ways in which art is present in your daily life, and consider how you might live more actively with that art.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ARHS 1, the student should be able to demonstrate~~ Demonstrate critical and creative thinking by applying interdisciplinary approaches to the interpretation of artwork.
2. **Outcome Text**
   ~~Upon completion of ARHS 1, the student should be able to identify~~ Identify formal elements in an artwork and be able to ascertain how these elements create meaning in the chosen art work.
3. **Outcome Text**
   ~~Upon completion of ARHS 1, the student should be able to identify~~ Identify themes of art within a chosen art work across a broad range of cultures and time periods.

Requisites/Requisite Validation

~~**Requisites**~~

1. ~~**Requisite Type** - Recommended Course Preparation~~
   ~~**Subject** - = (test)~~
   ~~**Requisite Course** - = Eligib - (Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** -~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~- Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Annotate a text during the act of reading~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Employ strategies that enable a critical evaluation of a text~~
     ~~**Degree of Importance** - Required~~
   - ~~- Respond critically to a text through class discussions and writing~~
     ~~**Degree of Importance** - Required~~
   - ~~- Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays~~

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

- ~~- Write effective summaries of texts that avoid wording and sentence structure of the original~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Respond to texts drawing on personal experience and other texts~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Organize coherent essays around a central idea or a position~~
  ~~**Degree of Importance** - Required~~
- ~~- Apply structural elements in writing that are appropriate to the audience and purpose~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Provide appropriate and accurate evidence to support positions and conclusions~~
  ~~**Degree of Importance** - Required~~
- ~~- Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Utilize effective grammar recall to check sentences for correct grammar and mechanics~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Proofread his/her own and others' prose~~
  ~~**Degree of Importance** - Recommended~~

Catalog View ~~**Recommended Course Preparation:** - Eligib -~~

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Textbook

1. **Author(s)** ~~Margaret Lazzari,~~ Fred ~~Dona Schlesier~~ Kleiner
   Title ~~Exploring~~ Gardner's Art through the Ages : A Global ~~;~~ ~~Thematic Approach~~ History
   Edition ~~5~~ 16
   Year ~~2016~~ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   most recent edition
2. **Author(s)** ~~Lois~~ Debra ~~Fichner-Rathus~~ J. DeWitte
   Title Gateways to Art: Understanding ~~Art~~ the Visual Arts
   Edition ~~11~~ 4
   Publisher ~~Cengage~~ Thames and Hudson
   Year ~~2017~~ 2021
3. **Title** Living with Art
   Edition ~~11~~ 13
   Year ~~2016~~ 2023

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3A - Arts
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ARTH 100
Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date
10/ ~~19~~ 08 / ~~2020~~ 2024

Parent Course

ARHS 1 - Introduction to Art History

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/23/2019~~

- CC Approval

  ~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

10/11/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art History 1
Introduction to Art History
Effective: Fall 2025

Catalog Description:

ARHS 1 - Introduction to Art History
3.00 Units

Architecture, sculpture, painting, photography and design in relation to human inventiveness in providing for material and aesthetic needs. This course provides a general introduction to art that offers a look at works of art through the study of theory, terminology, themes, design principles, media, techniques, with an introduction to the visual arts across time and diverse cultures.

Course Grading: Optional

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

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Evaluate and critique works of art and archetecture based on formal elements and principles of design and employing appropriate art historical terminology
B. Analyze, evaluate, and distinguish materials and techniques used for creating art and architecture
C. Differentiate art historical methodologies
D. Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures

Course Content:

1. Defining Art: Functions
2. Visual Elements of Art
3. Principles of Design
4. Media and Techniques
5. Methodologies of Art History and Art Criticism
6. Overview of Art History from a global perspective

Methods of Instruction:

1. Lecture - lectures on art historical topics
2. Discussion - small group and class discussions
3. Audio-visual Activity - Slides, PowerPoint, and videos
4. Field Trips - A museum and a gallery visit with an appropriate exhibition
5. Classroom Activity - group workshops and discussions
6. Projects - course artistic projects
7. Research - research projects on art historical topics

Typical Assignments

A. Writing:
    1. Discuss the impact on the environment from such works as Smithson's Spiral Jetty or Christo's Running Fence.
    2. What are the advantages and disadvantages of painting with synthetic media as opposed to the more traditional oil paints?
    3. Compare and contrast the expressive possibilities of drawing with metalpoint and with charcoal.
    4. Explain why you think the authorship of a work of art is important to the viewer's appreciation of that work. Refer in your discussion specifically to The Polish Rider, which may or may not have been painted by Rembrandt himself.
    5. Explain the major differences between the Postmoden style of architecture that emerged in the 1980's and the International style prevalent in the 1960's and 1970's.
B. Project:
    1. Critique in detail one work you find personally the most interesting (include overlay). Make a comparison with another artist of another style or period (include overlay). Make sure your comparison relates by theme (war, love, fantasy, etc.), meaning (iconography or representation/abstract), or subject (landscape/landscape, portrait/portrait, still life/still life, etc.) Discuss how both images are the same, and how they are different in regards to the following: line, shape, mass, light, value, color (hues and chroma), texture, pattern, space, time and motion, theme, meaning, subject, and all the principles of design.
    2. Explain the various ways in which art is present in your daily life, and consider how you might live more actively with that art.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 3 essay exams

B. Quizzes
    1. weekly
C. Projects
    1. course art project
D. Home Work
    1. weekly

Student Learning Outcomes

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

A. Demonstrate critical and creative thinking by applying interdisciplinary approaches to the interpretation of artwork.
B. Identify formal elements in an artwork and be able to ascertain how these elements create meaning in the chosen art work.
C. Identify themes of art within a chosen art work across a broad range of cultures and time periods.

Textbooks (Typical):

Textbook:

1. Fred Kleiner *Gardner's Art through the Ages: A Global History*. 16 ed., Cengage Learning, 2019.
2. Debra J. DeWitte *Gateways to Art: Understanding the Visual Arts*. 4 ed., Thames and Hudson, 2021.
3. Mark Getlein *Living with Art*. 13 ed., McGraw Hill, 2023.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ARHS 2 - Art of the Ancient Americas

Course Modification: ARHS 2 - Art of the Ancient Americas (Launched - Implemented 10-11-2024)
compared with
ARHS 2 - Art of the Ancient Americas (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

Units/Hours

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

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

Methods of Instruction

Check all that apply:

- Field Trips
  Comments
  A museum and a ~~gallary~~ gallery visit with an appropriate exhibition
- Lecture
  Comments
  ~~Discussion~~ lectures on art historical topics
- Research
  Comments
  art historical research projects

Other ~~Yes~~ No

Equity Based Curriculum

- Course Content
  ~~Explain~~ **Address**
  ~~Outlines~~ Course content focuses on the artwork of ~~the~~ indigenous ~~art~~ communities ~~periods~~ throughout ~~with images~~ Mesoamerica and ~~artists'~~ South ~~quotes~~ America and includes discussion and analysis through a postcolonial lens.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment
   1. Assigning writing activities, which may include short descriptions, paragraphs and compositions in order to help students compare and contrast, analyze and/or illustrate their observations on topics covered.
   2. Creating a study guide from the written materials, lectures, and videos.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ARHS 2, the student should be able to analyze~~ Analyze artwork of the Ancient Americas using art historical methodology.
2. **Outcome Text**
   ~~Upon completion of ARHS 2, the student should be able to identify~~ Identify and evaluate art historical styles, movements, and concepts in the art of the Ancient Americas.
3. **Outcome Text**
   ~~Upon completion of ARHS 2, the student should be able to recognize~~ Recognize the relationship between art and its geographic, cultural, and historical context.

~~Requisites/Requisite Validation~~

~~**Requisites**~~

1. ~~**Requisite Type** - Recommended Course Preparation~~
   ~~**Subject** - ENG (English)~~
   ~~**Requisite Course** - ENG 1A - Critical Reading and Composition(Historical)~~
   ~~**Non Course Requirements** -~~

Min Grade - C
Comments -
Requisite Validation - Content Review
Skills Analysis
Requisite Course Objective(s)

- - Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:
  Degree of Importance - Required
- - Summarize a thesis and main points;
  Degree of Importance - Required
- - Analyze main ideas;
  Degree of Importance - Required
- - Evaluate the validity and logic of the text's reasoning and support;
  Degree of Importance - Recommended
- - Relate ideas and information in the text to his/her own experience as well as other texts;
  Degree of Importance - Recommended
- - Create a coherent position or argument based on reading;
  Degree of Importance - Not Necessary
- - Write multiple-paragraph papers that:
  Degree of Importance - Required
- - Accurately and appropriately respond to a given assignment;
  Degree of Importance - Required
- - Develop a relevant, focused thesis;
  Degree of Importance - Recommended
- - Are well-organized and coherently move from coordinating to subordinating points;
  Degree of Importance - Recommended
- - Are well-developed with sufficient and relevant evidence;
  Degree of Importance - Recommended
- - Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;
  Degree of Importance - Recommended
- - Demonstrate stylistic choices in tone, syntax, and diction;
  Degree of Importance - Not Necessary
- - Use standard American English correctly;
  Degree of Importance - Required
- - Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:
  Degree of Importance - Recommended
- - Review sources for relevant evidence and arguments;
  Degree of Importance - Recommended
- - Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;
  Degree of Importance - Required
- - Document sources in an academically responsible way.
  Degree of Importance - Recommended

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

Textbooks/Materials

Textbook

1. **Author(s)** ~~Charlip,~~ John ~~Julie A. & Burns, E. Bradford,~~ Scott
   Title Latin ~~America~~ American Art : ~~An~~ Ancient ~~Interpretive~~ to ~~History~~ Modern
   Edition ~~9th~~
   Publisher ~~Pearson~~ University Press of Florida
   Year ~~2012~~ 2020
2. **Author(s)** ~~Editors~~ Michael ~~of~~ D. ~~Phaidon,~~ Coe
   Title ~~Art~~ The ~~& Place: Site-specific Art of the Americas~~ Maya
   Publisher ~~Phaidon~~ Thames and Hudson
   Year ~~2013~~ 2022
3. **Author(s)** ~~O'Brien,~~ Rebecca ~~Elaine,~~ R. Stone
   Title ~~Modern~~ Art ~~in~~ of ~~Africa,~~ the ~~Asia, and Latin America: An Introduction to Global Modernisms~~ Andes
   Publisher ~~Wiley-Blackwell~~ Thames and Hudson
   Year ~~2013~~ 2012
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
4. ~~**Author(s)** - Holloway, Thomas H.,~~
   ~~**Title** - A Companion to Latin American~~

~~**Edition** - 1st~~
~~**Publisher** - Wiley-Backwell~~
~~**Year** - 2010~~
~~**Rationale for textbook older than 5 years. (Most recent** **latest** **edition** **, considered classic, etc.)** -~~

5. ~~**Author(s)** - Martin, Cheryl E. & Wasserman, Mark,~~
~~**Title** - Latin America and Its People~~
~~**Edition** - 3rd~~
~~**Publisher** - Pearson~~
~~**ISBN-13** -~~
~~**Year** - 2011~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
~~**Or Equivalent** - No~~
6. ~~**Author(s)** - Chasteen, John Charles,~~
~~**Title** - Born in Blood & Fire: A Concise History of Latin America~~
~~**Edition** - 3rd~~
~~**Publisher** - W.W. Norton & Company~~
~~**ISBN-13** -~~
~~**Year** - 2011~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
~~**Or Equivalent** - No~~
7. **Author(s)** Miller, Mary Ellen,
Title The Art of Mesoamerica: From Olmec to Aztec
Edition 5th
Publisher Thames & Hudson
~~**ISBN-13** -~~
Year ~~2012~~ 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
~~**Or Equivalent** - No~~
8. ~~**Author(s)** - Stokstad, Marilyn, and Michael Watt Cothren,~~
~~**Title** - Art: A Brief History~~
~~**Edition** - 5th~~
~~**Publisher** - Pearson~~
~~**ISBN-13** -~~
~~**Year** - 2012~~
~~**Rationale for textbook older than 5 years. (Most recent** **latest** **edition** **, considered classic, etc.)** -~~
~~**Or Equivalent** - No~~
9. ~~**Author(s)** - Moya, Jose C.,~~
~~**Title** - The Oxford Handbook of Latin American History~~
~~**Edition** - 2010~~
~~**Publisher** - Oxford University Press, USA~~
~~**ISBN-13** -~~
~~**Year** - 2010~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
~~**Or Equivalent** - No~~
10. ~~**Author(s)** - Andrew Finegold, Ellen Hoobler, Esther Pasztory~~

~~**Title** - Visual Culture of the Ancient Americas: Contemporary Perspectives~~
~~**Edition** - First~~
~~**Publisher** - University of Oklahoma Press~~
~~**ISBN-13** -~~
~~**Year** - 2017~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
~~**Or Equivalent** - No~~

11. ~~**Author(s)** - Janet Catherine Berlo~~
~~**Title** - Native North American Art~~
~~**Edition** - Second~~
~~**Publisher** - Oxford University Press, 2015~~
~~**ISBN-13** -~~
~~**Year** - 2015~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
~~**Or Equivalent** - No~~
12. ~~**Author(s)** - Merideth Paxton, Leticia Cicero Staines Cicero~~
~~**Title** - Constructing power and place in Mesoamerica : pre-Hispanic paintings from three regions~~
~~**Edition** - 1st~~
~~**Publisher** - University of New Mexico Press~~
~~**ISBN-13** -~~
~~**Year** - 2017~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
~~**Or Equivalent** - No~~

General Education/Transfer Request

Cal-GETC Yes

- 3A - Arts
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ARTH 145
Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Wagner, David~~ Renteria, Soraya

Origination Date

10/ ~~19~~ 09 / ~~2020~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

ARHS 2 - Art of the Ancient Americas

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/19/2018~~
- State Approval

  ~~06/21/2018~~
- CC Approval

  ~~05/07/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

10/11/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art History 2
Art of the Ancient Americas
Effective: Fall 2025

Catalog Description:

ARHS 2 - Art of the Ancient Americas
3.00 Units

Survey of visual culture within the historical context of select ancient civilizations in Mexico, Central American, and South America up to European contact.

Course Grading: Optional

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

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Summarize the cultural heritage of Mesoamerica and South America
B. Develop his or her own perceptual awareness
C. Develop a basic geographic awareness of the subject area, i.e. Lowlands and Highland plateau
D. Introduce theoretical concepts interrelating cultural development and geography
E. Present stylistic concepts and the awareness of basic differences that develop on a regional and chronological basis
F. Develop the vocabulary for general art terminology and a more specific ability in the subject area
G. Convey ideas of low and high relief and freestanding sculpture as well as the qualities of composition and interpretation
H. Identify painted decoration of all types based on color, line, shape, and tone
I. Explain the significance of the architecture of the regions

Course Content:

1. Identification by style and subject, social, political and economic issues, and how these impacted artists and art of the following time periods:
    1. Mesoamerica:
    2. Olmec
    3. Cultures of Middle to Late Formative
    4. West Mexico
    5. Teotihuacan
    6. Zapotec
    7. Classic Maya
    8. Classic Veracruz
    9. Toltec
    10. Aztec
    11. Spanish Contact:
    12. South America
    13. Pre-Ceramic Period
    14. Chavin
    15. Paracas
    16. Nasca
    17. Moche
    18. Tiwanaku
    19. Wari
    20. Chimu
    21. Inca
    22. European Contact

Methods of Instruction:

1. Lecture - lectures on art historical topics
2. Lecture - Lecture with slides, PowerPoint and videos
3. Field Trips - A museum and a gallery visit with an appropriate exhibition
4. Discussion - Large and small group discussions
5. Research - art historical research projects

Typical Assignments

A. Writing:
    1. Assigning writing activities, which may include short descriptions, paragraphs and compositions in order to help students compare and contrast, analyze and/or illustrate their observations on topics covered.
    2. Creating a study guide from the written materials, lectures, and videos.

Methods of Evaluating Student Progress

A. Research Projects

1. 1 per semester

B. Papers
    1. 1 per semester.
C. Class Participation
    1. Daily.
D. Class Work
    1. Daily or weekly.
E. Exams/Tests
    1. 3 essay exams per semester

Student Learning Outcomes

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

A. Analyze artwork of the Ancient Americas using art historical methodology.
B. Identify and evaluate art historical styles, movements, and concepts in the art of the Ancient Americas.
C. Recognize the relationship between art and its geographic, cultural, and historical context.

Textbooks (Typical):

Textbook:

1. John Scott *Latin American Art: Ancient to Modern.*, University Press of Florida, 2020.
2. Michael D. Coe *The Maya.*, Thames and Hudson, 2022.
3. Rebecca R. Stone *Art of the Andes.*, Thames and Hudson, 2012.
4. Miller, Mary Ellen, *The Art of Mesoamerica: From Olmec to Aztec.* 5th ed., Thames & Hudson, 2019.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas

Course Modification: ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas (Launched - Implemented 10-11-2024)
compared with
ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas (Active - Implemented 08-15-2020)

Cover

Effective Term ~~Fall~~ Spring ~~2020~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

Units/Hours

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

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

Methods of Instruction

Check all that apply:

- Discussion
  Comments
  Class and small group discussions
- Field Trips
  Comments
  A museum and a gallery visit with an appropriate exhibition
- Lecture
  Comments
  Lecture with slides, PowerPoint, and videos
- Lecture
  Comments
  Discussion
- ~~Projects~~

~~Comments~~

- Research

Comments

art historical research projects

Equity Based Curriculum

- Course Content

Address

Course focuses on the artwork of the Native North America, Africa, and Oceania. The art of these regions is not widely offered in Art Historical courses at the community college level.

Typical Assignments

Typical Assignments

1. **Assignment Type** Research

   Add Assignment

   1. ~~Research Project:~~

      1. Choose at least 2 cultures related to Africa and The African Diiaspora which have not been discussed in the course, and discuss the cultural values and the arts of the peoples from the following options: Themes to choose from: Divine Kingship, Ancestor Worship, Masks and Masquerades, Life Cycle Events, Personal Adornment, or Contemporary African art. The report should be 3-4 pages not including the bibliography.

   2. ~~Research Presentation:~~

      1. Each student in their group will present a 7-8 minute summary of their research project in order to provide a cross cultural collective overview of one of the following themes: Divine Kingship, Ancestor Worship, Masks and Masquerades, Life Cycle Events, Personal Adornment, or Contemporary African art. The presentation should include visual images and provide a ciritical analysis of the research topic.

~~Requisites/Requisite Validation~~

Student Learning Outcomes

~~Requisites~~ Learning Outcomes

1. ~~Requisite~~ Outcome ~~Type~~ - ~~Recommended Course Preparation~~
   ~~Subject~~ - ~~= (test)~~
   ~~Requisite Course~~ - ~~= Eligib = (Historical)~~
   ~~Non Course Requirements~~ Text
   Examine the effect cultural context has on artistic production
   ~~Min~~ This ~~Grade~~ SLO
   ~~Comments~~ maps
   ~~Requisite~~ to ~~Validation~~ the ~~Content~~ following ~~Review~~
   ~~Skills~~ Institutional ~~Analysis~~
   ~~Requisite~~ Learning ~~Course~~ Outcomes ~~Objective~~ (s ILOs) , please check all that apply:

   - ~~-~~ ~~Use strategies~~
     CLO(ILO) to ~~assess~~ SLO ~~a~~ Map ~~text's~~ Top ~~difficulty,~~ ILO ~~purpose,~~ Grouping(Delta)
     ~~and main idea prior to the act of reading~~
     ~~Degree~~ **Interpret Influences** : Distinguish and interpret the effects of ~~Importance~~
     artistic ~~Not~~ and/or ~~Necessary~~ philosophical influences across a range of contexts and
     cultural heritages;

   Outcome ~~Annotate~~ Text ~~a~~
   Recognize ~~text~~ and ~~during~~ describe the ~~act~~ influence ~~of~~ that ~~reading~~ materials and
   techniques have on the creative process
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     ~~Degree of Importance~~ ~~Not~~ Necessary **Understand Artistic Expression** : Analyze,
     synthesize, conceptualize, and/or present creative and artistic expression;

   Outcome ~~Employ~~ Text ~~strategies~~
   Analyze ~~that~~ terminology ~~enable~~ used ~~a~~ in ~~critical~~ art ~~evaluation~~ history ~~of~~ and ~~a~~
   ~~text~~ criticism
   ~~Degree~~ This ~~of~~ SLO ~~Importance~~ maps to the following Institutional Learning Outcomes (ILOs),
   please check all that apply:
   ~~-~~ ~~Required~~

   - ~~-~~ ~~Respond critically~~
     CLO(ILO) to ~~a~~ SLO ~~text~~ Map ~~through~~ Top ~~class~~ ILO ~~discussions~~ Grouping(Delta)
     ~~and writing~~
     ~~Degree of Importance~~ ~~Required~~
   - Use concepts of paragraph **Recognize and essay Define** : structure Demonstrate
     observation skills when they identify and development clearly define a problem to

analyze be his/her solved, own and others' essays
Degree of Importance - Not Necessary

- - Write effective summaries of texts that avoid wording and sentence structure of the original
  Degree of Importance - Not Necessary
- - Respond task to texts be drawing on personal experience and other texts
  Degree of Importance - Recommended
- - Organize coherent essays around a central idea performed, or a position
  Degree of Importance - Required
- - Apply structural elements in writing that are appropriate decision to the be audience and purpose
  Degree of Importance - Not Necessary
- - Provide appropriate and accurate evidence to support positions and conclusions
  Degree of Importance - Required
- - Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing
  Degree of Importance - Recommended
- - Utilize effective grammar recall to check sentences for correct grammar and mechanics
  Degree of Importance - Not Necessary
- - Proofread his/her own and others' prose
  Degree of Importance - Recommended made.

Methods of Evaluation

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

- Research Projects
  Frequency
  8-10 art page history research project

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here

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

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

Textbooks/Materials

Textbook

1. **Author(s)** _ Sidney Littlefield Kasfir
   Title _ Contemporary African Art
   Edition _ Revised
   Publisher _ Thames & Hudson
   Year _ 2020
2. **Author(s)** _ Suzanne Preston Blier
   Title _ The History of African Art
   Edition _ 1st
   Publisher _ Thames & Hudson
   Year _ 2023
3. **Author(s)** _ Jaune Quick-to-See Smith, Joy Harjo, Shana Bushyhead Condill
   Title _ The Land Carries Our Ancestors: Contemporary Art by Native Americans
   Edition _ 1st
   Publisher _ Princeton University Press
   Year _ 2023
4. **Author(s)** Janet Catherine Berlo, Ruth B Phillips
   Title Native North American Art
   Edition 2
   Publisher Oxford University Press
   ISBN-13 _
   Year 2015
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
5. **Author(s)** John Gillow
   Title African Textiles: Color and Creativity Across a Continent
   Edition 1
   Publisher Thames and Hudson
   ISBN-13 _
   Year 2016
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
6. **Author(s)** Fred S Kleiner

Title Gardner's Art through the Ages: A Concise Global History
Edition 4th
Publisher Cengage
ISBN-13
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

General Education/Transfer Request

Cal-GETC Yes

- 3A - Arts
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ARTH 140
Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes
Origination Date
~~07~~ 10 / ~~29~~ 10 / ~~2021~~ 2024
Proposal Type
~~New~~ Course ~~Course~~ Modification
Parent Course
ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas
No Previous Course
Entry of Special Dates

- Board of Trustees
  ~~01/15/2019~~
- State Approval
  ~~01/23/2019~~
- CC Approval

~~11/19/2018~~

Instructional Services

Effective Term ~~Fall 2020~~ Spring 2025

Implementation Date ~~08/15/2020~~

10/11/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art History 3
Arts of Africa, Oceania, and Indigenous North Americas

Effective: Spring 2025

Catalog Description:

ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas
3.00 Units

This course is an introduction to the visual arts produced by selected people of Africa, Oceania, and the Americas from the prehistoric to contemporary periods. The topics covered in the course are representative of the art and architecture produced by groups from Africa, Oceania and the Americas emphasizing how art is representative of the cultural, religious, social, or political orientation of each region.

Course Grading: Optional

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

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Name specific works and specific styles of African, Oceanic, and the Americas, and identify their important characteristics
B. Analyze the formal elements and techniques of individual works of art in different media
C. Define the various styles of the tradition in art from Africa, Oceania, and the Americas, and demonstrate the ability to compare and contrast stylistic aspects and trends
D. Evaluate works of art in relation to the sociological, religious, historical, and the cultural context in which they were created
E. Identify individual works of art and architecture by the artists (if known) various communities in which they were created

F. Memorize the terminology in order to identify differing cultural ideologies, trends, and techniques in art
G. Critically analyze the concepts that define art from Africa, Oceania, and the Americas and demonstrate the ability to discuss these concepts contextually

Course Content:

1. Introduction to Art History
2. African Art
    1. Introduction to African Art
    2. Ancient Niolitic Cultures
    3. Nigerian Art
        1. Benin, Yoruba and Ibo Art
    4. Art of West Africa
        1. Dogon, Bamana, Senufo, Buale, Asante
    5. Art of Central Africa
        1. Fang, Bamum, Kuba
    6. Contemporary African Art
3. Art of Oceania
    1. Introduction to Oceanic Art
    2. Melanesia
    3. Polynesia
        1. Hawaii: Fiji, Tonga, Samoa
    4. Australian Aboriginal and New Guinea Art
    5. Contemporary art of Oceania
4. Native American Art
    1. Introduction to Native North American Art
    2. Woodlands
    3. Southwest, Plains, Far West
    4. Northwest Coast, Artic and Subarctic
    5. Contemporary and Modern Native American Art

Methods of Instruction:

1. Field Trips - A museum and a gallery visit with an appropriate exhibition
2. Lecture - Lecture with slides, PowerPoint, and videos
3. Lecture - Discussion
4. Research - art historical research projects
5. Discussion - Class and small group discussions

Typical Assignments

A. Research:
    1. Choose at least 2 cultures related to Africa and The African Diiaspora which have not been discussed in the course, and discuss the cultural values and the arts of the peoples from the following options: Themes to choose from: Divine Kingship, Ancestor Worship, Masks and

Masquerades, Life Cycle Events, Personal Adornment, or Contemporary African art. The report should be 3-4 pages not including the bibliography.

2. Each student in their group will present a 7-8 minute summary of their research project in order to provide a cross cultural collective overview of one of the following themes: Divine Kingship, Ancestor Worship, Masks and Masquerades, Life Cycle Events, Personal Adornment, or Contemporary African art. The presentation should include visual images and provide a ciritical analysis of the research topic.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 2 essay exams per semester
B. Research Projects
    1. art history research project
C. Projects
    1. group projects
D. Class Work
    1. daily
E. Home Work
    1. weekly

Student Learning Outcomes

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

A. Analyze terminology used in art history and criticism
B. Recognize and describe the influence that materials and techniques have on the creative process
C. Examine the effect cultural context has on artistic production

Textbooks (Typical):

Textbook:

1. Sidney Littlefield Kasfir *Contemporary African Art*. Revised ed., Thames & Hudson, 2020.
2. Jaune Quick-to-See Smith, Joy Harjo, Shana Bushyhead Condill *The Land Carries Our Ancestors: Contemporary Art by Native Americans*. 1st ed., Princeton University Press, 2023.
3. Janet Catherine Berlo, Ruth B Phillips *Native North American Art*. 2 ed., Oxford University Press, 2015.
4. John Gillow *African Textiles: Color and Creativity Across a Continent*. 1 ed., Thames and Hudson, 2016.
5. Fred S Kleiner *Gardner's Art through the Ages: A Concise Global History*. 4th ed., Cengage, 2016.
6. Suzanne Preston Blier *The History of African Art*. 1st ed., Thames & Hudson, 2023.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ARHS 4 - Western Art History - Ancient to Medieval

Course Modification: ARHS 4 - Western Art History - Ancient to Medieval (Launched - Implemented 10-11-2024)
compared with
ARHS 4 - Western Art History - Ancient to Medieval (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

Units/Hours

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

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

Methods of Instruction

Check all that apply:

- ~~Classroom Activity~~
  ~~**Comments**~~
- Discussion
  Comments
  Large and small group discussions
- Field Trips
  Comments
  A museum or a gallery visit with an appropriate exhibition
- Lecture
  Comments
  Lectures with slides, PowerPoint and videos
- Research
  Comments
  art historical research projects

Equity Based Curriculum

- Course Content
  Address
  While course focuses on Western Art History, it includes discussion of influences and artistic exchange with non-Western cultures including Persia and and Medieval Islamic Empires.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

    1. ~~Writing or Discussion~~

        1. ~~Discuss the social and economic changes that took place in human development from the Paleolithic period through the Neolithic period and the ways in which art was affected by these changes.~~
        2. ~~How is the Art of Akhenaten both typical and atypical of Egyptian Art?~~
        3. ~~Roman architecture was both inventive and derivative. How are Roman temples related to both Greek and Etruscan designs? How is the Roman Temple a unique Roman invention in architecture?~~
        4. ~~How was an increased awareness of divergent cultures achieved in the Middle Ages?~~

    2. ~~Projects~~

        1. Compare and contrast the development of the female figure in Greek sculpture as seen in the Peplos Kore, Nike Fastening her Sandal, The Nike of Samothrace, and The Lady of Auxerre. Pay particular attention to the amount of motion given to these figures, the degree of realism, and the means used by the sculptors to achieve these effects. How do these figures reflect the changing styles and concerns from the Archaic throughout the Hellenistic periods?
        2. Define the following architectural terms then cite examples of them in your textbook (give page and photo #). Altar Blind Arcade Compound Pier Portal Ambulatory Buttress

Jambs Radiating Chapels Amphitheater Campanile Narthex Tracery Apse Choir Pendentive Tympanum Basilica Clerestory Pilgrimage Choir Vaults

2. **Assignment Type** Writing
   Add Assignment

   1. Writing or Discussion

      1. Discuss the social and economic changes that took place in human development from the Paleolithic period through the Neolithic period and the ways in which art was affected by these changes.

      2. How is the Art of Akhenaten both typical and atypical of Egyptian Art?

      3. Roman architecture was both inventive and derivative. How are Roman temples related to both Greek and Etruscan designs? How is the Roman Temple a unique Roman invention in architecture?

      4. How was an increased awareness of divergent cultures achieved in the Middle Ages?

   2. Quizzes

      1. Short written responses to check for understanding on topics of discussion.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ARHS 4, the student should be able to analyze~~ Analyze the religious, cultural, economic and political issues of the ancient Western world and their relationship to artistic and architectural production.
2. **Outcome Text**
   ~~Upon completion of ARHS 4, the student should be able to articulate~~ Articulate connections between artistic movements and historical events in the Western world from pre-history through the Gothic period.
3. **Outcome Text**
   ~~Upon completion of ARHS 4, the student should be able to identify~~ Identify ancient Western art movements, artists, and technical processes.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** - Recommended Course Preparation
   Subject - = (test)
   Requisite Course - - Eligib - (Historical)
   Non Course Requirements -
   Min Grade -
   Comments -
   Requisite Validation - Content Review
   Skills Analysis
   Requisite Course Objective(s)

   - - Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading
     Degree of Importance - Recommended
   - - Annotate a text during the act of reading
     Degree of Importance - Recommended
   - - Employ strategies that enable a critical evaluation of a text
     Degree of Importance - Required
   - - Respond critically to a text through class discussions and writing
     Degree of Importance - Required
   - - Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays
     Degree of Importance - Not Necessary
   - - Write effective summaries of texts that avoid wording and sentence structure of the original
     Degree of Importance - Not Necessary
   - - Respond to texts drawing on personal experience and other texts
     Degree of Importance - Not Necessary
   - - Organize coherent essays around a central idea or a position
     Degree of Importance - Required
   - - Apply structural elements in writing that are appropriate to the audience and purpose
     Degree of Importance - Not Necessary
   - - Provide appropriate and accurate evidence to support positions and conclusions
     Degree of Importance - Required
   - - Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing
     Degree of Importance - Not Necessary
   - - Utilize effective grammar recall to check sentences for correct grammar and mechanics
     Degree of Importance - Recommended
   - - Proofread his/her own and others' prose
     Degree of Importance - Recommended

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  3 essay exams
- Quizzes
  Frequency
  weekly
- Research Projects
  Frequency
  ~~8~~ art ~~to~~ history ~~10~~ research ~~page term project~~ projects
- Class Participation
  ~~**Frequency**~~ -
  ~~daily~~
- Class Work
  Frequency
  daily
- Home Work
  Frequency
  weekly

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.

- Student behavior in a DE course.
- Academic Integrity.

Textbooks/Materials

Textbook

1. **Title** Gardner's Art through the Ages: The Western Perspective, Volume I
   Edition ~~15th~~ 16th
   Year ~~2016~~ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   latest edition
2. **Author(s)** ~~Marilyn~~ Jean ~~Stockstad~~ Robertson
   Title ~~Art~~ The History ~~Vol~~ of Art: A Global View: Prehistory to 1500 (Volume 1)
   Edition ~~5th~~
   Publisher ~~Pearson/Prentice~~ Thames ~~Hall~~ and Hudson
   Year ~~2017~~ 2021
3. **Author(s)** ~~Janson,~~ Anne ~~H. W,~~ D'Alleva
   Title ~~History~~ Methods and Theories of Art History
   Publisher ~~Pearson~~ Laurence King Publishing
   Year ~~2010~~ 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3A - Arts
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ARTH 110
Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date

10/ ~~19~~ 10 / ~~2020~~ 2024

Parent Course

ARHS 4 - Western Art History - Ancient to Medieval

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/23/2019~~

- CC Approval

  ~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

10/11/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art History 4
Western Art History - Ancient to Medieval
Effective: Fall 2025

Catalog Description:

ARHS 4 - Western Art History - Ancient to Medieval
3.00 Units

History of Western art from prehistoric times through Egyptian, Mesopotamian, Aegean, Greek, Etruscan, Roman, Early Christian, Byzantine, Medieval, Romanesque, and Gothic civilizations.

Course Grading: Optional

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

Discipline:

Art History

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, discuss, and differentiate works of art and architecture in terms of historical context and cultural values
B. Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology
C. Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period

Course Content:

1. Identification of artists by style and subject, social, political and economic issues, and how these impacted artists and art of the following time periods:

1. Prehistoric
    1. Paleolithic
    2. Mesolithic
    3. Neolithic
2. Egyptian
    1. Old Kingdom
    2. Middle Kingdom
    3. New Kingdom
3. Mesopotamian
    1. Sumerian
    2. Akkadian
    3. Babylonian
    4. Assyrian
    5. Persian
4. Aegean
    1. Minoan
    2. Mycenaean
    3. Cycladic
5. Greek
    1. Geometric
    2. Archaic
    3. Severe Style
    4. Age of Pericles/Classical
    5. 4th Century Classical
    6. Hellenistic
6. Etruscan
7. Roman
    1. The republic
    2. The empire
8. Early Christian
9. Byzantine
10. Medieval
    1. Carolingian
    2. Ottonian
11. Romanesque
12. Gothic

Methods of Instruction:

1. Lecture - Lectures with slides, PowerPoint and videos
2. Field Trips - A museum or a gallery visit with an appropriate exhibition
3. Discussion - Large and small group discussions
4. Research - art historical research projects

Typical Assignments

A. Project:
    1. Compare and contrast the development of the female figure in Greek sculpture as seen in the Peplos Kore, Nike Fastening her Sandal, The Nike of Samothrace, and The Lady of Auxerre. Pay particular attention to the amount of motion given to these figures, the degree of realism, and the means used by the sculptors to achieve these effects. How do these figures reflect the changing styles and concerns from the Archaic throughout the Hellenistic periods?
    2. Define the following architectural terms then cite examples of them in your textbook (give page and photo #). Altar Blind Arcade Compound Pier Portal Ambulatory Buttress Jambs Radiating Chapels Amphitheater Campanile Narthex Tracery Apse Choir Pendentive Tympanum Basilica Clerestory Pilgrimage Choir Vaults
B. Writing:
    1. Writing or Discussion
        1. Discuss the social and economic changes that took place in human development from the Paleolithic period through the Neolithic period and the ways in which art was affected by these changes.
        2. How is the Art of Akhenaten both typical and atypical of Egyptian Art?
        3. Roman architecture was both inventive and derivative. How are Roman temples related to both Greek and Etruscan designs? How is the Roman Temple a unique Roman invention in architecture?
        4. How was an increased awareness of divergent cultures achieved in the Middle Ages?
    2. Quizzes
        1. Short written responses to check for understanding on topics of discussion.

Methods of Evaluating Student Progress

A. Quizzes
    1. weekly
B. Research Projects
    1. art history research projects
C. Class Participation
    1. daily
D. Class Work
    1. daily
E. Home Work
    1. weekly
F. Exams/Tests
    1. 3 essay exams

Student Learning Outcomes

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

A. Analyze the religious, cultural, economic and political issues of the ancient Western world and their relationship to artistic and architectural production.

B. Articulate connections between artistic movements and historical events in the Western world from pre-history through the Gothic period.
C. Identify ancient Western art movements, artists, and technical processes.

Textbooks (Typical):

Textbook:

1. Fred S Kleiner *Gardner's Art through the Ages: The Western Perspective, Volume I* . 16th ed., Cengage Learning, 2019.
2. Jean Robertson *The History of Art: A Global View: Prehistory to 1500 (Volume 1).*, Thames and Hudson, 2021.
3. Anne D'Alleva *Methods and Theories of Art History.* 8th ed., Laurence King Publishing, 2021.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ARHS 6 - Museum & Gallery Techniques

Course Modification: ARHS 6 - Museum & Gallery Techniques (Launched - Implemented 10-18-2024)
compared with
ARHS 6 - Museum & Gallery Techniques (Active - Implemented 01-01-2018)

Cover

Effective Term ~~Spring~~ Fall ~~2018~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

Units/Hours

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

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

~~Course Objectives~~

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

1. ~~Group Title~~ - ~~Serve as a docent/guide in the CCA Gallery~~

Course Content

Lab Content

1. preparing exhibition materials
2. creating exhibition models
3. installing and de-installing gallery exhibitions

Methods of Instruction

Check all that apply:

- Demonstration
  Comments
  ~~1.~~ Proper ~~Framing~~ artwork ~~techniques~~
  ~~2.~~ handling, ~~Hanging~~ hanging, and ~~lighting~~ curatorial techniques
- ~~Discussion~~
  ~~**Comments**~~
- Field Trips
  Comments
  ~~1.~~ Gallery tours
  ~~2.~~ ~~Museum~~ and museum exhibitions
- Guest Lecturers
  Comments
  ~~1.~~ Local artists
  ~~2.~~ ~~Gallery~~ and gallery owners
- Lecture
  Comments
  Lectures on museum and gallery studies topics
- Projects
  Comments
  gallery exhibition projects

Equity Based Curriculum

- Course Content
  Address
  Course addresses topics of DEIA within the field museum and Gallery studies.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Read and discuss an artist's statement~~

      1. Identify a specific artist's motivation, artistic process, and hopes and expectations for the viewers.

      2. Select a specific work by an artist and write an informative and educational "talk" about the artist and his/her work that you could offer to gallery visitors.

2. **Assignment Type** Laboratory
   Add Assignment

   1. Survey of a museum

      1. List the name of the museum, the type of museum, the types of collections in the museum, the mission of the museum, the architecture of the building, the museum experience (the flow, presentation, lighting, etc.).

   2. Survey of an exhibition

      1. List the title of the exhibition, the objects in the exhibition, the presentation techniques, the sequence and flow of the exhibit, the lighting, labels, etc, publications associated with the exhibit, and your experience of the exhibition.

   3. Participate in the hanging of a Las Positas College art exhibit.

   4. Greet and inform gallery visitors about the art currently on display.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ARHS 6, the student should be able to create~~ Create written exhibition proposals.
2. **Outcome Text**
   ~~Upon completion of ARHS 6, the student should be able to evaluate~~ Evaluate ethical debates within the museum and gallery field.
3. **Outcome Text**
   ~~Upon completion of ARHS 6, the student should be able to identify~~ Identify the history of the contemporary art world.
4. **Outcome Text**
   ~~Upon completion of ARHS 6, the student should be able to install~~ Install an art exhibition.

Methods of Evaluation

Methods

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

- ~~Quizzes~~ Projects
  Frequency
- Gallery ~~Class~~ exhibition ~~Participation~~
  ~~**Frequency**~~ projects
- at ~~Class~~ the ~~Work~~
  ~~**Frequency**~~ instructor's
- ~~- Home Work~~
  ~~**Frequency**~~ -
  discretion.
- Lab Activities
  Frequency
  successful completion of lab assignments such as creating gallery models, exhibit plans, and written materials at the instructor's discretion.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

Textbooks/Materials

Textbook

1. **Author(s)** Rhiannon Mason
   Title Museum and Gallery Studies: The Basics
   Edition 1st
   Publisher Routledge
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) latest edition
2. **Author(s)** Barry Lord, Maria Piacente
   Title The Manual of Museum Exhibitions
   Edition ~~2nd~~ 3rd
   Publisher Altamira Press
   Year ~~2014~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** Need a more current book.~~
3. ~~**Author(s)** Schlatter, N. Elizabeth,~~
   ~~**Title** Museum Careers: A Practical Guide for Students and Novices~~
   ~~**Edition**~~
   ~~**Publisher** Left Coast Press~~
   ~~**Year** 2008~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~
   ~~=~~
4. ~~**Author(s)** Philip Hughes~~
   ~~**Title** Exhibition Design: An Introduction~~
   ~~**Edition** 2nd~~
   ~~**Publisher** Laurence King Publishing~~
   ~~**Year** 2015~~
5. ~~**Author(s)** Wang Shaoqiang~~
   ~~**Title** Exhibition Art - Graphics and Space Design~~
   ~~**Edition** 1st~~
   ~~**Publisher** Promopress~~
   ~~**ISBN-13**~~
   ~~**Year** 2016~~ 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
6. ~~**Or Equivalent**~~ **Author(s)** ~~No~~ Mark Walhimer

Title Designing Museum Experiences
Edition
Publisher Rowman & Littlefield Publishers
Year 2021

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Wagner, David~~ Renteria, Soraya

Origination Date

10/ ~~19~~ 15 / ~~2020~~ 2024

Parent Course

ARHS 6 - Museum & Gallery Techniques

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/20/2017~~
- State Approval
  ~~06/21/2017~~
- CC Approval
  ~~04/03/2017~~

Instructional Services

Effective Term ~~Spring 2018~~ Fall 2025

Implementation Date

~~01/01/2018~~

10/18/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art History 6
Museum & Gallery Techniques

Effective: Fall 2025

Catalog Description:

ARHS 6 - Museum & Gallery Techniques
3.00 Units

An examination of the methodology and technique of displaying visual art within a museum/gallery space. Opportunities to meet artists from the Bay Area and beyond, learn the meaning behind their artwork, and gain hands-on practice in a range of activities covering the presentation, handling, and security of original artwork in the LPC Center for the Arts Gallery.

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Exhibit expected behavioral protocols in museum/art gallery settings
B. Analyze artists' statements about themselves and their work and other materials relevant to a specific exhibition
C. Discuss with others the content and meaning in the work of exhibited artists
D. Demonstrate basic framing, hanging, and lighting techniques for gallery exhibitions

Course Content:

Lab:

1. preparing exhibition materials
2. creating exhibition models
3. installing and de-installing gallery exhibitions

Lecture:

1. Reading, understanding, interpreting, and conveying artists' statements about themselves and their work and other materials relevant to specific exhibitions
2. Methods and techniques of conveying content and meaning in the works of exhibiting artists
3. Basic techniques in framing, hanging, and lighting works of art
4. Practices and appropriate methods of exhibition security and maintenance

Methods of Instruction:

1. Lecture - Lectures on museum and gallery studies topics
2. Guest Lecturers - Local artists and gallery owners
3. Demonstration - Proper artwork handling, hanging, and curatorial techniques
4. Field Trips - Gallery tours and museum exhibitions
5. Projects - gallery exhibition projects

Typical Assignments

A. Reading:
    1. Identify a specific artist's motivation, artistic process, and hopes and expectations for the viewers.
    2. Select a specific work by an artist and write an informative and educational "talk" about the artist and his/her work that you could offer to gallery visitors.

B. Laboratory:
    1. Survey of a museum
        1. List the name of the museum, the type of museum, the types of collections in the museum, the mission of the museum, the architecture of the building, the museum experience (the flow, presentation, lighting, etc.).
    2. Survey of an exhibition
        1. List the title of the exhibition, the objects in the exhibition, the presentation techniques, the sequence and flow of the exhibit, the lighting, labels, etc, publications associated with the exhibit, and your experience of the exhibition.
    3. Participate in the hanging of a Las Positas College art exhibit.
    4. Greet and inform gallery visitors about the art currently on display.

Methods of Evaluating Student Progress

A. Lab Activities
    1. successful completion of lab assignments such as creating gallery models, exhibit plans, and written materials at the instructor's discretion.

B. Projects

1. Gallery exhibition projects at the instructor's discretion.

Student Learning Outcomes

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

A. Create written exhibition proposals.
B. Evaluate ethical debates within the museum and gallery field.
C. Identify the history of the contemporary art world.
D. Install an art exhibition.

Textbooks (Typical):

Textbook:

1. Rhiannon Mason *Museum and Gallery Studies: The Basics.* 1st ed., Routledge, 2017.
2. Barry Lord, Maria Piacente *The Manual of Museum Exhibitions.* 3rd ed., Altamira Press, 2022.
3. Mark Walhimer *Designing Museum Experiences.*, Rowman & Littlefield Publishers, 2021.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ARHS 7 - Modern Art History

Course Modification: ARHS 7 - Modern Art History (Launched - Implemented 10-11-2024)
compared with
ARHS 7 - Modern Art History (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

Units/Hours

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

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

Methods of Instruction

Check all that apply:

- Research
  Comments
  art history research projects

Equity Based Curriculum

- Course Content
  Address

Course has a global focus on Modern and Contemporary art from around the world.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. ~~Assigned readings from the text.~~

      1. ~~Identify major art movements, pivotal artists, artworks, crafts, and architecture.~~
      2. ~~Distinguish and analyze Modern and Contemporary art movements and styles in the social, political and historical context of the time.~~
      3. ~~Describe representative works of art and architecture utilizing art history terminology.~~
      4. ~~Recognize major non-western aesthetic influences on western art. Evaluate how western cultures represent and appropriate non-western art and culture.~~

   2. Homework is designed to create class discussion on the topics of Modern and Contemporary Art History. Sample Assignments might include compare and contrast various art movements and historical developments, relevant to political happenings of their respective eras.

2. **Assignment Type** Reading
   Add Assignment

   1. Assigned readings from the text.

      1. Identify major art movements, pivotal artists, artworks, crafts, and architecture.
      2. Distinguish and analyze Modern and Contemporary art movements and styles in the social, political and historical context of the time.
      3. Describe representative works of art and architecture utilizing art history terminology.
      4. Recognize major non-western aesthetic influences on western art. Evaluate how western cultures represent and appropriate non-western art and culture.

3. **Assignment Type** - Other
   Add Assignment

   1. Discuss dominant themes and trends found in contemporary art.

   2. Discuss the globalization of contemporary art, its causes and effects.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~A. Identify common ideas that envelope Modern and Contemporary art.~~

   ~~B. Distinguish between various styles developed during these historical eras.~~

   ~~C. Analyze formal elements and principles of art.~~

   ~~D. Understand techniques and media used in art making processes.~~

   ~~E.~~ Relate relevant culture and history to the various styles of Modern and Contemporary art.

2. **Outcome Text**
   Understand techniques and media used in art making processes.
3. **Outcome Text**
   Identify common ideas that envelope Modern and Contemporary art.
4. **Outcome Text**
   Distinguish between various styles developed during these historical eras.
5. **Outcome Text**
   Analyze formal elements and principles of art.

~~Requisites/Requisite Validation~~

~~Requisites~~

1. ~~**Requisite Type** - Recommended Course Preparation~~
   ~~**Subject** - ENG (English)~~
   ~~**Requisite Course** - ENG 1A - Critical Reading and Composition(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~

Requisite Course Objective(s)

- - Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:
  Degree of Importance - Required
- - Summarize a thesis and main points;
  Degree of Importance - Required
- - Analyze main ideas;
  Degree of Importance - Required
- - Evaluate the validity and logic of the text's reasoning and support;
  Degree of Importance - Required
- - Relate ideas and information in the text to his/her own experience as well as other texts;
  Degree of Importance - Required
- - Create a coherent position or argument based on reading;
  Degree of Importance - Recommended
- - Write multiple-paragraph papers that:
  Degree of Importance - Required
- - Accurately and appropriately respond to a given assignment;
  Degree of Importance - Required
- - Develop a relevant, focused thesis;
  Degree of Importance - Required
- - Are well-organized and coherently move from coordinating to subordinating points;
  Degree of Importance - Required
- - Are well-developed with sufficient and relevant evidence;
  Degree of Importance - Recommended
- - Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;
  Degree of Importance - Recommended
- - Demonstrate stylistic choices in tone, syntax, and diction;
  Degree of Importance - Required
- - Use standard American English correctly;
  Degree of Importance - Required
- - Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:
  Degree of Importance - Required
- - Review sources for relevant evidence and arguments;
  Degree of Importance - Required
- - Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;
  Degree of Importance - Required
- - Document sources in an academically responsible way.
  Degree of Importance - Recommended

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  ~~one midterm and a Final exam including an~~ 3 essay ~~exam.~~ exams

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

Textbooks/Materials

Textbook

1. **Author(s)** ~~Marcia~~ Simon ~~Pointon~~ Morley
   Title ~~History~~ Modern ~~of Art~~ Painting : A ~~Student's~~ Concise ~~Handbook~~ History
   Edition ~~5th Edition~~
   Publisher ~~Routledge~~ Thames and Hudson
   Year ~~2014~~ 2023
2. **Author(s)** ~~Fred~~ David ~~S. Kleiner~~ Cateforis
   Title ~~Gardner's~~ Modern Art : ~~Through~~ A Global Survey from the ~~Ages~~ Mid-Nineteenth Century to the Present
   Edition ~~15th~~
   Publisher ~~Cengage~~ Oxford ~~Learning~~ University Press
   Year ~~2016~~ 2023
3. ~~**Author(s)** - Marilyn Stokstad, Michael W Cothren~~
   ~~**Title** - Art: A Brief History~~

~~**Edition** - 6th~~
~~**Year** - 2016~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~

4. **Author(s)** H H Arnason, Elizabeth C Mansfield
   Title History of Modern Art
   Edition 7th
   ~~**Publisher** - Pearson~~
   ~~**ISBN-13** -~~
   Year 2012
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~Classic~~ latest ~~text~~ edition
   ~~**Or Equivalent** - No~~

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3A - Arts
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ARTH 150
Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Wagner, David~~ Renteria, Soraya

Origination Date
10/ ~~19~~ 10 / ~~2020~~ 2024

Parent Course

ARHS 7 - Modern Art History

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/19/2018~~

- State Approval

  ~~06/21/2018~~

- CC Approval

  ~~05/07/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date -

~~01/01/2019~~

10/11/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art History 7
Modern Art History
Effective: Fall 2025

Catalog Description:

ARHS 7 - Modern Art History
3.00 Units

Presents an overview of the art movements, artists and issues of Modernism to Contemporary art. This includes art from the mid-nineteenth century, through the twentieth century and contemporary art. Incorporates the social, political, and aesthetic context of the time.

Course Grading: Optional

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

Discipline:

Art History

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 common themes and purposes that underlie the art and architecture of the Modern and Post-Modern eras
B. Distinguish the various styles developed during these times
C. Analyze formal elements in a work of art and architecture, and explain how they function
D. Identify techniques and materials used to create various art forms
E. Relate modern culture and history to the various styles of Modern art and architecture

Course Content:

1. Identification of artists by style and subject, social, political and economic issues, and how these impacted artists, art, and architecture of the following time periods:
    1. Classisism and Romanticism
    2. Realism, Impressionism, Post-Impressionism, Symbolism
    3. Art Nouveau, Fauvism, Cubism, Non-Objectivity
    4. Expressionism, Dada, Surrealism, Regionalism
    5. American Moderism, including WPA and Abstract Expressionism
    6. Minimalism, Pop Art, Feminist Art
    7. Conceptual Art, Happenings, Earthworks, Installation, Site-specific art, Video
    8. Post-Modernism, Neo-Expressionism
    9. Globalization

Methods of Instruction:

1. Discussion - Large and small group discussions
2. Lecture - Lecture with slides, PowerPoint, and vidoes
3. Field Trips - A museum and a gallery visit with an appropriate exhibition
4. Research - art history research projects

Typical Assignments

A. Writing:
    1. Homework is designed to create class discussion on the topics of Modern and Contemporary Art History. Sample Assignments might include compare and contrast various art movements and historical developments, relevant to political happenings of their respective eras.

B. Reading:
    1. Assigned readings from the text.
        1. Identify major art movements, pivotal artists, artworks, crafts, and architecture.
        2. Distinguish and analyze Modern and Contemporary art movements and styles in the social, political and historical context of the time.
        3. Describe representative works of art and architecture utilizing art history terminology.
        4. Recognize major non-western aesthetic influences on western art. Evaluate how western cultures represent and appropriate non-western art and culture.

C. Other:
    1. Discuss dominant themes and trends found in contemporary art.
    2. Discuss the globalization of contemporary art, its causes and effects.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 3 essay exams

B. Quizzes
    1. One to four.

C. Research Projects
    1. 1-2 written essays.

D. Papers

1. One research project or paper.

E. Field Trips
    1. At least one.
F. Class Participation
    1. Daily.
G. Home Work
    1. Weekly.

Student Learning Outcomes

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

A. Analyze formal elements and principles of art.
B. Distinguish between various styles developed during these historical eras.
C. Identify common ideas that envelope Modern and Contemporary art.
D. Understand techniques and media used in art making processes.
E. Relate relevant culture and history to the various styles of Modern and Contemporary art.

Textbooks (Typical):

Textbook:

1. Simon Morley *Modern Painting: A Concise History.*, Thames and Hudson, 2023.
2. David Cateforis *Modern Art: A Global Survey from the Mid-Nineteenth Century to the Present.*, Oxford University Press, 2023.
3. H H Arnason, Elizabeth C Mansfield *History of Modern Art* . 7th ed., Pearson, 2012.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ARHS 8 - Asian Art History

Course Modification: ARHS 8 - Asian Art History (Launched - Implemented 10-14-2024)
compared with
ARHS 8 - Asian Art History (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Catalog Description
~~Asian~~ This ~~art history~~ course surveys the arts of India, China, Korea, and Japan.
The architecture, painting, sculpture, and other arts are examined within their religious and social contexts.
This course is part of an existing program(s) ~~No~~ Yes

Units/Hours

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

Methods of Instruction

Check all that apply:

- Lecture
  Comments
  ~~Discussion~~ art history lectures
- Research
  Comments
  art history research projects

Other ~~Yes~~ No

Equity Based Curriculum

- Course Content
  ~~Explain~~ **Address**
  ~~Outlines~~ Course ~~of~~ focuses ~~the~~ on ~~art~~ Asian ~~periods~~ Art ~~with~~ including: ~~images~~ South Asia, East Asia, and ~~artists'~~ Southeast ~~quotes~~ Asia.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading Assignments~~

      1. Read the chapter on Buddism and prepare to discuss in class how the visual language and context of the Chaitya Hall and its evolution.

      2. Read the Chapter on Literature, Calligraphy, and Painting in the text and prepare to discuss the visual languae and context of the hand scorll, The Tale of Genji from the Heian Period.

   2.

2. **Assignment Type** Writing
   Add ~~**Assignments**~~ **Assignment**

   1. Write a comparison of the Chinese Mawangdui Funerary Banner of Xin Zhui and the 10th century of the Tibetan Thangka of Hayagriva.

   2. Write an essay explaining the visual language, meaning and function of the Great Stupa at Sanchi, Madhya Pradesh, India.

   1. ~~Out-of-Class~~

3. **Assignment** ~~**Assignments**~~ **Type** Research
   Add Assignment

   1. Research the development of Chinese paper and be prepared to discuss the steps of production and materials involved in the process.

   2. Research the development of Buddhist imagery during the Kushan Dynasty and be prepared to discuss how images of the Buddha appear in Grandhara.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ARHS 8, the student should be able to analyze~~ Analyze the religious, cultural, economic and political issues of Asian societies and their relationship to

artistic and architectural production.

2. **Outcome Text**
   ~~Upon completion of ARHS 8, the student should be able to articulate~~ Articulate connections between artistic movements and historical events in Asian history.
3. **Outcome Text**
   ~~Upon completion of ARHS 8, the student should be able to identify~~ Identify the art movements, artists, and technical processes of different Asian cultures.

Requisites/Requisite Validation

~~**Requisites**~~

1. ~~**Requisite Type** - Recommended Course Preparation~~
   ~~**Subject** - ENG (English)~~
   ~~**Requisite Course** - ENG 1A - Critical Reading and Composition(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
     ~~**Degree of Importance** - Required~~
   - ~~Summarize a thesis and main points;~~
     ~~**Degree of Importance** - Required~~
   - ~~Analyze main ideas;~~
     ~~**Degree of Importance** - Required~~
   - ~~Evaluate the validity and logic of the text's reasoning and support;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~Relate ideas and information in the text to his/her own experience as well as other texts;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~Create a coherent position or argument based on reading;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~Write multiple-paragraph papers that:~~
     ~~**Degree of Importance** - Required~~
   - ~~Accurately and appropriately respond to a given assignment;~~
     ~~**Degree of Importance** - Required~~
   - ~~Develop a relevant, focused thesis;~~
     ~~**Degree of Importance** - Required~~
   - ~~Are well-organized and coherently move from coordinating to subordinating points;~~
     ~~**Degree of Importance** - Required~~
   - ~~Are well-developed with sufficient and relevant evidence;~~
     ~~**Degree of Importance** - Required~~
   - ~~Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~

~~**Degree of Importance** - Required~~

- ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use standard American English correctly;~~
  ~~**Degree of Importance** - Required~~
- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Required~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Required~~

Catalog View ~~**Recommended Course Preparation:** - ENG 1A with a minimum grade of C -~~

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  ~~2~~ 3 essay exams per semester.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

- Academic Integrity.

Textbooks/Materials

Textbook

1. **Author(s)** ~~Fahr-Becker,~~ Partha ~~Gabriele,~~ Mitter
   Title ~~The~~ 20th Century Indian Art : ~~of~~ Modern, ~~East~~ Post-Independence, ~~Asia~~ Contemporary
   Publisher ~~h.f.ullmann~~ Thames and Hudson
   Year ~~2010~~ 2022
2. **Author(s)** ~~Gardner,~~ Youngna ~~Helen, and Fred S. Kleiner,~~ Kim
   Title ~~Gardner's~~ Korean Art ~~through~~ Since ~~the~~ 1945: ~~Ages: Non-western Persepctives~~
   ~~**Edition** - 13th~~
   ~~**Publisher** - Wadsworth/Cengage Learning~~
   ~~**Year** - 2010~~
3. ~~**Author(s)** - Marilyn Stokstad, Michael Watt Cothren~~
   ~~**Title** - Art: A Brief History~~
   ~~**Edition** - 6th~~
   ~~**Year** - 2016~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
4. ~~**Author(s)** - O'Brien, Elaine,~~
   ~~**Title** - Modern Art in Africa, Asia,~~ Challenges and ~~Latin America: An Introduction to Global Modernisms~~ Changes
   Edition
   Publisher ~~Wiley-Blackwel~~
   ~~**ISBN-13**~~ Brill Academic Pub
   Year ~~2013~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~ 2024
5. **Author(s)** Dorinda Neave, Lara C.W. Blanchard, Marika Sardar
   Title Asian Art
   Edition 1st
   ~~**Publisher** - Pearson~~
   ~~**ISBN-13** -~~
   Year 2014
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~**Or Equivalent** - No~~
6. ~~**Author(s)** - Topsfield, Andrew,~~
   ~~**Title** - In the Realm of Gods and Kings: Arts of India~~
   ~~**Edition** -~~
   ~~**Publisher** - Philip Wilson~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2014~~
   ~~**Rationale for textbook older than 5 years. (Most recent** latest **edition** , considered classic, etc.)~~ -
   ~~**Or Equivalent** - No~~
7. ~~**Author(s)** - Madhuvanti Ghose~~

~~Title~~ - ~~Gates of the Lord The Tradition of Krishna Paintings~~
~~Edition~~ - ~~1~~
~~Publisher~~ - ~~Yale University Press~~
~~ISBN-13~~ -
~~Year~~ - ~~2015~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~ -
~~Or Equivalent~~ - ~~No~~

8. ~~Author(s)~~ - ~~Yukio Lippit~~
   ~~Title~~ - ~~The Artist in Edo: Studies in the History of Art, vol. 80 (Studies in the History of Art Series)~~
   ~~Edition~~ - ~~1~~
   ~~Publisher~~ - ~~Yale University Press~~
   ~~ISBN-13~~ -
   ~~Year~~ - ~~2018~~
   ~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~ -
   ~~Or Equivalent~~ - ~~No~~

General Education/Transfer Request

Cal-GETC Yes

- 3A - Arts
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ARTH 130
Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Wagner, David~~ Renteria, Soraya

Origination Date
10/ ~~19~~ 11 / ~~2020~~ 2024

Proposal Type
~~New~~ Course ~~Course~~ Modification

Parent Course

ARHS 8 - Asian Art History

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/19/2018~~

- CC Approval

  ~~05/07/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

10/11/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art History 8
Asian Art History
Effective: Fall 2025

Catalog Description:

ARHS 8 - Asian Art History
3.00 Units

This course surveys the arts of India, China, Korea, and Japan. The architecture, painting, sculpture, and other arts are examined within their religious and social contexts.

Course Grading: Optional

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

Discipline:

Art History

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 terminology used in art history and criticism
B. Analyze the formal structure of a work of art
C. Recognize and describe the influence that materials and techniques have on the creative process
D. Recognize and describe the importance of the arts as a key to understanding the various Asian cultures
E. Compare and contrast the stye of works of art from different Asian cultures
F. Compare and contrast aesthetic systems from different Asian cultures
G. Examine the effect cultural context has on artistic production
H. Examine the historical significance of the major artistic periods in the visual arts of Asia

Course Content:

1. This course covers art and architecture of the following periods:
    1. Indus Valley
    2. Early Buddhist and Hindu art in India and Southeast Asia
    3. Later Indian art, including Mughal
    4. Neolithic through early Imperial China
    5. Northern Wei through Tang Dynasties
    6. Later China through contemporary
    7. Korea
    8. Archaeological Japan through Heian
    9. Later Japan through contemporary

Methods of Instruction:

1. Field Trips - A museum and a gallery visit with an appropriate exhibition
2. Lecture - art history lectures
3. Classroom Activity - In class discussion
4. Lecture - Lecture with slides, PowerPoint, and videos
5. Research - art history research projects

Typical Assignments

A. Reading:
    1. Read the chapter on Buddism and prepare to discuss in class how the visual language and context of the Chaitya Hall and its evolution.
    2. Read the Chapter on Literature, Calligraphy, and Painting in the text and prepare to discuss the visual languae and context of the hand scorll, The Tale of Genji from the Heian Period.

B. Writing:
    1. Write a comparison of the Chinese Mawangdui Funerary Banner of Xin Zhui and the 10th century of the Tibetan Thangka of Hayagriva.
    2. Write an essay explaining the visual language, meaning and function of the Great Stupa at Sanchi, Madhya Pradesh, India.

C. Research:
    1. Research the development of Chinese paper and be prepared to discuss the steps of production and materials involved in the process.
    2. Research the development of Buddhist imagery during the Kushan Dynasty and be prepared to discuss how images of the Buddha appear in Grandhara.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 3 essay exams per semester.
B. Research Projects
    1. 1 per semester.
C. Class Participation
    1. Every class
D. Home Work

1. Every class

Student Learning Outcomes

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

A. Analyze the religious, cultural, economic and political issues of Asian societies and their relationship to artistic and architectural production.
B. Articulate connections between artistic movements and historical events in Asian history.
C. Identify the art movements, artists, and technical processes of different Asian cultures.

Textbooks (Typical):

Textbook:

1. Partha Mitter *20th Century Indian Art: Modern, Post-Independence, Contemporary.*, Thames and Hudson, 2022.
2. Youngna Kim *Korean Art Since 1945: Challenges and Changes.*, Brill Academic Pub, 2024.
3. Dorinda Neave, Lara C.W. Blanchard, Marika Sardar *Asian Art.* 1st ed., Pearson, 2014.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: BIO 20 - Contemporary Human Biology

Course Modification: BIO 20 - Contemporary Human Biology (Launched - Implemented 10-25-2024)
compared with
BIO 20 - Contemporary Human Biology (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

~~Course Equivalency~~

1. ~~Course - 0 0~~

Units/Hours

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

Course Objectives

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

1. ~~Group Title - Identify some of the major biotechnology techniques currently used and their effects on humans and/or their environment~~
    1. **Objective Text**
       Discuss the basic principles of cellular metabolism and apply these concepts to human physiology on multiple levels

Course Content

Lecture Content

1. The origin and nature of life

1. Properties of life
2. Chemistry of life: inorganic and organic
3. Basic unit of life: cells
4. Cellular functions: metabolism, growth, reproduction

2. Structural organization, function and homeostatic mechanisms of the human body
    1. Muscle system
    2. Skeletal system
    3. Nervous and sensory systems
    4. Cardiovascular system
    5. Endocrine system
    6. Immunity
    7. Respiration system
    8. Urinary system
    9. Digestion and nutrition
    10. Reproductive system

3. Failure of homeostasis
    1. Cancer
    2. Infectious diseases
    3. Lifestyle associated diseases
    4. Common Pathologies

4. ~~DNA, genes and biotechnology~~

    1. ~~Patterns of inheritance~~
    2. ~~Gene expression~~
    3. ~~Application of biotechnology~~

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
- Field Trips
  Comments
- Lecture
  Comments
  Lecture includes examples of people and patients with diverse socioeconomic, racial, gender and age backgrounds. For some pathologies we examine why they are more prevalent in certain populations and not others.
- Research
  Comments
- Written Exercises
  Comments

Equity Based Curriculum

- Methods of Instruction
  Address
  In Methods of Instruction- lecture- I added how we use examples of people from diverse backgrounds. We explore why some pathologies occur more in certain populations versus others.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. Reading assignments from textbook
   2. ~~Written~~

2. **Assignment Type** Project
   Add **Assignment**

   1. ~~Using~~ Students ~~written~~ work in groups to analyze a Case Study and ~~demonstrated~~ respond ~~guidelines,~~ to ~~find~~ prompts

3. **Assignment Type** Writing
   Add Assignment

   1. Demonstrate comprehension of a ~~current~~ given ~~article~~ topic ~~on~~ by responding to a ~~pre-approved~~ prompt ~~topic.~~ from the instructor

   2. ~~Discussion~~ Use of ~~how~~ appropriate ~~to~~ sources ~~determine~~ identified ~~the~~ by ~~scientific validity of information, ranging from websites, articles and news media.~~

   3. ~~Three to four page research paper with standardized bibliography~~ instructor

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of BIO 20, students should be able to describe~~ Describe and relate the physical structure of the cells, tissues types and organ systems to their function.
2. **Outcome Text**
   ~~Upon completion of BIO 20, students will be able to explain~~ Explain the concept of homeostasis and how the different body systems maintain homeostasis, and be able to relate homeostatic failure to some common pathological conditions.

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  ~~Three~~ Two per semester
- ~~Papers~~ Quizzes
  Frequency
  ~~Using~~ 5 ~~written~~ pers ~~and~~ semester
- ~~demonstrated~~ Group ~~guidelines,~~ Projects
  Frequency ~~find~~
  1 a per ~~current article on a pre-approved topic. Discussion of how to determine the scientific validity of information, ranging from websites, articles and news media. Three to four page research paper with standardized bibliography.~~ semester

Distance Education

Effective Term Fall 2025

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

Yes

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

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

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- Modifying assignment time limits for students with accommodations.

Syllabus

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

- Instructor response time.

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

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~Weekly~~ Monthly only to students that do not turn in assignments or have low grades .
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~5~~ 4 per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Weekly ~~:~~
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly ~~:~~
- ~~**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~
  ~~**Frequency**~~
  ~~If the course is held partially online, students will come to campus at least once per semester for assessments and/or activities.~~

Student-Student Interaction

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

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

- ~~**Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*~~
  ~~**Frequency**~~
  ~~Weekly.~~
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  At least ~~5 boards~~ 4 per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  at least 1 assignment per semester.
- **Wikis:** *Students will use wikis to work collaboratively.*
  Frequency
  At least 2 times per semester

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  ~~5~~ 4 boards per semester.
- ~~**Research**~~ **Group** ~~**Assignments**~~ **work :** *Students will ~~use~~ collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the ~~Internet and library resources to research questions,problems, events, etc~~ class .*
  Frequency
  1 ~~research assignment~~ per semester ~~(includes written paper).~~
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~3~~ 8 exams /quizzes per semester.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency
  ~~3~~ 2 practice quizzes per semester ~~:~~
- ~~**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*~~
  ~~**Frequency**~~

~~Asynchronous lecture material will be provided on a weekly basis~~ .

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  ~~1 per module.~~
- ~~**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*~~
  ~~**Frequency**~~
  ~~1~~ 2 per semester ~~.~~ or at instructor's discretion
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  2 per semester.

Textbooks/Materials

Textbook

1. **Author(s)** Heather Murdock
   Title Fundamentals of Human Biology and Health
   Edition 5
   Publisher Congella
   Year 2023
   Or Equivalent Yes
2. **Author(s)** Michael Johnson, Suzanne Long
   Title Human Biology: Concepts and Current Issues
   Edition 9
   Publisher Pearson
   Year 2021
   Or Equivalent Yes
3. **Author(s)** Sylvia Mader, Michael Windelspecht
   Title Human Biology
   Edition ~~15~~ 17
   Publisher McGraw-Hill
   Year ~~2018~~ 2023
   Or Equivalent ~~No~~
4. ~~**Author(s)** Cecie Starr, Beverly McMillan~~
   ~~**Title** Human Biology~~
   ~~**Edition** 11~~
   ~~**Publisher** Cengage~~
   ~~**Year** 2016~~
   ~~**Or Equivalent** No~~
5. ~~**Author(s)** Daniel Chiras~~
   ~~**Title** Human Biology~~
   ~~**Edition** 9th~~
   ~~**Publisher** Jones & Bartlett Learning~~
   ~~**Year** 2019~~
   ~~**Or Equivalent** No~~ Yes

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 5B - Biological Science
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- 5 - Natural Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Nakase, Dana~~ Carbone, Jill

Origination Date

~~08~~ 10 / ~~03~~ 24 / ~~2021~~ 2024

Parent Course

BIO 20 - Contemporary Human Biology

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/15/2019~~
- State Approval
  ~~01/24/2019~~
- CC Approval
  ~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

10/25/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Biological Sciences 20
Contemporary Human Biology

Effective: Fall 2025

Catalog Description:

BIO 20 - Contemporary Human Biology
3.00 Units

A study of the Human organism, beginning at the cellular level, emphasizing organ systems, and also including topics of genetics and biotechnology.

Course Grading: Letter Grade Only

Lecture Hours	54
Inside of Class Hours	54
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 describe the physical structure of cells, tissue types and organ systems, and review their functions
B. Develop an understanding of the homeostatic mechanisms maintaining the human body and recognize common pathological conditions caused by homeostatic failure
C. Appreciate the integration and coordination between the different body systems
D. Define organic molecules and recognize the four major groups of organic molecules found in humans
E. Discuss the basic principles of cellular metabolism and apply these concepts to human physiology on multiple levels

Course Content:

1. The origin and nature of life
    1. Properties of life
    2. Chemistry of life: inorganic and organic
    3. Basic unit of life: cells
    4. Cellular functions: metabolism, growth, reproduction
2. Structural organization, function and homeostatic mechanisms of the human body
    1. Muscle system
    2. Skeletal system
    3. Nervous and sensory systems
    4. Cardiovascular system
    5. Endocrine system
    6. Immunity
    7. Respiration system
    8. Urinary system
    9. Digestion and nutrition
    10. Reproductive system
3. Failure of homeostasis
    1. Cancer
    2. Infectious diseases
    3. Lifestyle associated diseases
    4. Common Pathologies

Methods of Instruction:

1. Classroom Activity -
2. Field Trips -
3. Research -
4. Written Exercises -
5. Lecture - Lecture includes examples of people and patients with diverse socioeconomic, racial, gender and age backgrounds. For some pathologies we examine why they are more prevalent in certain populations and not others.
6. World Wide Web sites
7. Discussions and group activities related to Bioethical issues
8. Lectures (includes PowerPoint images, handouts and traditional blackboard)
9. Video clips

Typical Assignments

A. Reading:
    1. Reading assignments from textbook

B. Project:
    1. Students work in groups to analyze a Case Study and respond to prompts

C. Writing:
    1. Demonstrate comprehension of a given topic by responding to a prompt from the instructor

2. Use of appropriate sources identified by instructor

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Two per semester
B. Quizzes
    1. 5 pers semester
C. Group Projects
    1. 1 per semester

Student Learning Outcomes

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

A. Describe and relate the physical structure of the cells, tissues types and organ systems to their function.
B. Explain the concept of homeostasis and how the different body systems maintain homeostasis, and be able to relate homeostatic failure to some common pathological conditions.

Textbooks (Typical):

Textbook:

1. Heather Murdock *Fundamentals of Human Biology and Health.* 5 ed., Congella, 2023.
2. Michael Johnson, Suzanne Long *Human Biology: Concepts and Current Issues.* 9 ed., Pearson, 2021.
3. Sylvia Mader, Michael Windelspecht *Human Biology.* 17 ed., McGraw-Hill, 2023.

Other Materials Required of Students

Other Materials Required of Students:

1. For a web based course, frequent access to a computer with an Internet connection.

LAS POSITAS COLLEGE

Course Outline for Business 20
International Business
Effective: Fall 2025

Catalog Description:

BUSN 20 - International Business
3.00 Units

Exploration of major factors involved in international entrepreneurship. Includes an overview of economic, historical, technological, legal, environmental, and educational implications on entrepreneurship. Analyzes cultural differences, issues and trends, which influence entrepreneurship and business decision-making. Discuss options for emerging markets; international marketing; manufacturing, physical distribution, and foreign investment options are explored along with State and federal resources available to facilitate importing and exporting.

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

Course Grading: Optional

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

Discipline:

Business

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 dynamics of globalization
B. Identify the reasons why companies go abroad, problems, risks encountered, and the incentives for doing so;
C. Analyze cultural practices which, impact business transactions
D. Analyze the financial impact, both home and abroad, of international trade;

E. Detail procedures and documentation necessary to import and/or export a product;
F. Discuss the complexities of the balance of trade in the movement of goods and services across national borders;
G. Demonstrate the functional management aspects of a multinational operation and its possible effects on the home and host nations;

Course Content:

1. Globalization
    1. Opportunity
    2. Technology
2. Country Differences
    1. National differences in political economy
    2. Differences in culture
    3. Ethnocentric vs. geocentric orientation
    4. Ethics in International Business
3. Cross-Border Trade and Investment
    1. European Economic Community
    2. Multi-Country Trade Blocs
    3. Regional Trade Integrations
4. Global Investment Environment
    1. International trade theories
    2. Investment Strategies
    3. Foreign direct investment
    4. Regional Economic Integration
5. The Global Monetary System
    1. Foreign exchange market
    2. International monetary system
    3. Global capital market
    4. Documentation; transfer payments; letters of credit; governmental regulation; exchange rates; insurance
6. The Strategy and Structure of International Business
    1. Strategies for international entrepreneurship
    2. Growth and structure of multinational companies
    3. Entry strategy and strategic alliances
7. Business Operations
    1. Exporting, importing, and counter trading
    2. Global manufacturing and materials management
    3. Production, Outsourcing, and Logistics
    4. Global human resource management
    5. Financial management in an international business
    6. State and federal importing and exporting assistance

Methods of Instruction:

1. Guest Lecturers - State and Federal agency representatives; entrepreneurs active in global business
2. Lecture utilizing Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard
3. Small Group Discussion
4. Case studies
5. Research group assignments on current events, best practices and foundation concepts
6. Videos with handouts followed by group analysis and discussion

Typical Assignments

A. Other:
    1. Review current events in international business publications (i.e., Wall Street Journal, Fortune, USA Today, San Francisco Business Times, LA Times, and New York Times). Identify important issues, analyze, and discuss in class.
    2. Read and discussion chapter content on various aspects of international business; Summarize major points and apply to a specific industry.
    3. Research selected group topic and collectively develop group data submitted in a research paper at the conclusion of the course.

Methods of Evaluating Student Progress

A. Research Projects
    1. Culminating team project
B. Oral Presentation
    1. Final class presentation on team project
C. Group Projects
    1. Final group research project
D. Class Participation
    1. discussions
E. Class Work
    1. in class assignments from discussion and text
F. Home Work
    1. assignments pertaining to chapter content
G. Exams/Tests
    1. 1 exam every 4-5 chapters

Student Learning Outcomes

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

A. Compare and contrast the financial implications of international trade.
B. Describe procedures and documentation necessary to import a product from a foreign country.

Textbooks (Typical):

Textbook:

1. M. A. Carpenter, S. P. Dunung *International Business: Opportunities & Challenges in a Flat World.* 3rd ed., Flatworld, 2018.
2. Mike Peng *Global Business.* 4th ed., South-Western Cengage Learning, 2017.
3. John D Daniels, Lee H Radebaugh, Daniel P Sullivan *International Business: Environment and Operations* . 16th ed., Prentice Hall, 2017.
4. McGraw-Hill *International Business: Competing in the Global Marketplace.* 12th ed., McGraw-Hill, 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer and Internet access.
2. Access to business publications, such as the Wall Street Journal, Fortune.
3. Access to trade publications in the students' interest areas.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: BUSN 45 - Entrepreneurship

Course Modification: BUSN 45 - Entrepreneurship (Launched - Implemented 10-14-2024)
compared with
BUSN 45 - Entrepreneurship (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ Fall ~~2020~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** Business Entrepreneurship - Associate of Arts Degree (Launched) - Fall 2025
2. **Program** Business Entrepreneurship - Certificate of Achievement (16 to fewer than 30 units) (Launched) - Fall 2025

Units/Hours

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

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Use various forms of film, video, and other digital resources to convey fundamental concepts.
- Classroom Activity
  Comments
  Case study analysis
- Discussion
  Comments
  Online and in-person discussions depending on modality
- Guest Lecturers
  Comments
  Guest speaker lectures through zoom, in-person, or pre-recorded. The sharing of professional experience by specialist at all stages of career levels.
- Lecture
  Comments
- Provide ~~Observation~~
  ~~Comments~~ verbal

description of thematic topic with clear examples either hypothetically constructed or based upon real life scenarios.

- Projects
  Comments
  Create a business plan
- Student Presentations
  Comments
- Presentation ~~Written~~ of ~~Exercises~~
  ~~**Comments**~~ business
  plan or elevator pitch

Other ~~Yes~~ No

Equity Based Curriculum

- Methods of Instruction
  Address
  Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.
- Typical Texts
  Address
  The textbooks have been selected to represent a variety of voices, backgrounds, and experiences.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

    1. Instructors will utilize a variety of assignments designed to meet the objectives of the course, to enhance the students' varied strengths and to minimize learning weaknesses in students

    2. Discuss creativity and innovation and how it will impact the changing business environment

    3. 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 sources of idea generation for business opportunities.

        2. Group Presentations - students may select from a provided list of topics and present to the class using PowerPoint, video and/or other multimedia.

3. Reading - Current business article about how an entrepreneur started his/her business.

4. Writing - prepare a journal or research paper.

4. Case Studies

1. Determine the missteps of entrepreneurs and highlight what action created success.

1.
2. Assignment Type _ Project
   Add Assignment _

1. Lean business model and executable action plan

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of this course, the student should be able to explain~~ Explain why creativity and innovation are integral parts of entrepreneurship.

2. **Outcome Text**
   ~~Upon completion of this course, the student should be able to assess~~ Assess their readiness/ability/aptitude for entrepreneurship.
3. **Outcome Text**
   ~~Upon completion of this course, the student should be able to, create~~ Create a lean business model.
4. **Outcome Text**
   ~~Upon completion of this course, the student should be able to describe~~ Describe attributes required for being an entrepreneur.

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  2 per semester
- Quizzes

Frequency
4 per semester

- Oral Presentation
  Frequency
  2 per semester
- Projects
  Frequency
  1 per semester
- Simulation
  Frequency
  1 per semester
- Class Participation
  Frequency
  15 per semester
- Class Work
  Frequency
  10 per semester

Distance Education

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

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

delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

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

Accessibility: Distance education breaks geographical barriers, allowing students from diverse locations to access the course. This inclusivity can attract a wider range of participants, including those from underserved communities or remote areas.

Flexibility: Entrepreneurship often requires juggling multiple responsibilities. Online learning allows students to engage with course materials at their own pace and schedule, accommodating their unique commitments, whether they're working, caring for family, or pursuing other ventures.

Diverse Learning Styles: Distance education can incorporate various multimedia resources—videos, podcasts, interactive quizzes—catering to different learning preferences. This diversity can enhance engagement and retention of entrepreneurial concepts.

Real-World Application: Online platforms can facilitate connections with global networks, enabling students to collaborate with peers and entrepreneurs worldwide. This exposure can enrich their learning experience and provide valuable insights into different markets and cultures.

Cost-Effectiveness: Offering the course online can reduce overhead costs associated with physical classrooms, allowing more funds to be allocated toward resources, guest speakers, and practical projects that enhance the entrepreneurial experience.

Technological Proficiency: Entrepreneurship inherently involves utilizing technology and digital tools. An online course can help students become comfortable with these tools, equipping them with essential skills for modern business environments.

Scalability: Distance education can accommodate a larger number of students compared to traditional classrooms, making it easier to scale the course and reach more aspiring entrepreneurs.

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

One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provide another avenue for our students -- most of whom work full- or part-time-- to access our courses. Additionally, it would help with students who do not have the time or means to commute to the classroom weekly.

With the addition of BUSN 45, the Business Entrepreneurship Certificate of Achievement would be able to be completed wholly online.

Finally, the Entrepreneurship certificate and this course fits our Educational Master Plan strategies A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness."

Syllabus

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

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

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

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~The~~ 2 ~~instructor~~ per ~~will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.~~ semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~The~~ 10 ~~instructor~~ per ~~will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.~~ semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Announcements~~ 1 ~~will be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.~~ bi-weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  The instructor will use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students for example screen sharing, tutoring, and other student specific interaction.

Student-Student Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Class~~ 10 ~~Discussion~~ per ~~Board - Students will post to the discussion board in selected modules, answering questions posed by the instructor. They will also reply to each others' postings. (2) Discuss a time when your boss did not do a good job in managing a situation or demotivated an employee (employee could be you). Explain the situation; if good, what was good, if bad, what should he/she have done differently. You will also respond to two (2) other student posts. Add other points why it was good or bad? How would you have responded if you were either the manager or employee?~~ semester
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Students~~ 1 ~~will~~ per ~~work in teams to complete a group project. This project will then be shared with the rest of the class. Ex. Student will form groups to complete research and create a presentation on successful entrepreneurs like Lululemon, TRX Fitness, and Burt's Bees.~~ semester

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  ~~Some~~ 10 ~~modules~~ per ~~will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. Ex. Could a manager that practices 100% Theory Y be successful in all companies and with all employees? Explain.~~ semester
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  ~~There~~ 1 ~~will be a group project during the~~ per semester ~~. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the~~

class in the class discussion board. These presentations will be in the form of writing, PowerPoint presentations, or web sites. Ex. Research and present management leadership, such as using "Trait and Behavior Model" to lead.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Quizzes 10 will per be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "open-book" Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. Ex. 30 multiple choice questions and 4 open-ended questions covering ch 1, 2, 3, and 4. semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency
  Practice 2 quizzes per will be given periodically throughout the course so students will be able to gauge their understanding of the content. Ex. Multiple choice questions on Ch 4 - Ethics comprising of 20 questions. semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs 15 per page, will be posted on the topic of...

  PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each module will contain one such presentation that covers the main points of the module. These will be close captioned.

  An example presentation will cover how to brainstorm new business ideas. Sub sections of the lecture will include: opportunity analysis, feasibility analysis, business idea creation and screening, primary and secondary market research, sources of business advice for entrepreneurs. semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  Students 1 will per complete a capstone project that demonstrates their mastery of an outcome(s) of the course. This project will be submitted either as a written paper, an online presentation, or a web site. An example project is a lean business plan. This will include a marketing plan, pricing, unique value proposition, a product/service, and cash flow. semester

Textbooks/Materials

Other No Yes
Textbook

1. **Author(s)** Clifton Laura Taulbert Portolese, Jaclyn Krause, and Julie R. Bonner
   Title Who Entrepreneurship Owns the Ice House?: Eight Life Lessons from an Unlikely Entrepreneur

Edition ~~1~~ 2
Publisher ~~Eli~~ Flatworld
Year ~~2011~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - Recommended by Doing What Matters~~

2. ~~**Title** - Entrepreneurship: Successfully Launching New Ventures~~
~~**Edition** - 5~~
~~**Year** - 2015~~ 2020
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
3. **Title** Entrepreneurship: Successfully Launching New Ventures
Edition 6
Year 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) Most Recent Edition
4. **Title** Entrepreneurship: Starting and Operating a Small Business
Edition ~~4~~ 5
Year ~~2016~~ 2020
5. **Title** Small Business Management, Launching and Growing Entrepreneurial Ventures
Edition ~~18~~ 19
Year ~~2016~~ 2020
6. **Title** Essentials of Entrepreneurship and Small Business Management
Edition ~~8~~ 9
Year ~~2016~~ 2020

Other Learning Materials

1. ~~**Author(s)** - Kathleen Allen~~
~~**Title** - Launching New Ventures: An Entrepreneruial Approach~~
~~**Edition** - 7~~
~~**Publisher** - Cengage Learning~~
~~**ISBN-13** -~~
~~**Year** - 2015~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~ **Other** The textbooks have been selected to represent a variety of voices, backgrounds, and experiences.
~~**Or Equivalent** - No~~

Codes and Dates

Course Codes

Origination Date

~~11~~ 10 / ~~14~~ 02 / ~~2018~~ 2024

Parent Course

BUSN 45 - Entrepreneurship

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/18/2019~~

- State Approval

  ~~06/13/2019~~

- CC Approval

  ~~05/06/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2020~~

10/14/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Business 45
Entrepreneurship
Effective: Fall 2025

Catalog Description:

BUSN 45 - Entrepreneurship
3.00 Units

This course is designed for students who are interested in starting an entrepreneurial venture or new business. This course will cover the process of successfully launching, managing and growing their idea, emphasizing opportunity recognition and feasibility analysis. A practical study of the creation and essential skills required to start and grow an entrepreneur venture. It will also cover important topics such as developing a competitive advantage, protecting intellectual property and obtaining venture capital financing.

Course Grading: Optional

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

Discipline:

Business

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 entrepreneur life and the skills, motivation, and aptitude required for being a happy, passionate, and successful entrepreneur
B. Describe why creativity and innovation are such an integral part of entrepreneurship
C. Evaluate ethical situations facing entrepreneurship to the U.S. and global economies
D. Identify methods for recognizing business opportunities
E. Analyze various business opportunity for attractiveness and feasibility
F. Identify and explore sources of financing
G. Evaluate growth strategies

H. Create a lean business model
I. Describe the advantages of copyright and patent law in a business application

Course Content:

1. Identify and evaluate personal interests, characteristics and talents, and overall readiness to undertake an entrepreneurial venture.
    1. Risk tolerance
    2. Self-direction and motivation
    3. Impact on personal life
    4. Examine profiles of a diverse set of famous entrepreneurs
    5. Evaluate one's own motivation for becoming an entrepreneur
    6. Discuss the advantages and disadvantages of entrepreneurship as a career choice
2. Describe sources of start-up capital.
    1. Personal savings
    2. Partners, family, and friends
    3. Credit cards
    4. Bank loans
    5. Government programs
    6. Venture capital/Angels/private investors
    7. Vendor/supplier financing
    8. Crowdfunding
3. Ethical issues.
    1. Social responsibility
    2. Consumerism
    3. Employee relations and diversity
    4. Environmental protection and conservation
    5. Community relations
    6. Personal ethics
    7. Current trends
4. Brainstorming new business ideas.
    1. Opportunity Analysis
    2. Feasibility Analysis
    3. Business idea creation and screening
    4. Primary and secondary market research
    5. Sources of business advice for entrepreneurs
5. Fundamental legal principles.
    1. Confidential information
    2. Copyright
    3. Patents
    4. Designs
    5. Trademarks
6. Entrepreneurship and Business Opportunities.
    1. Preparation
    2. Lean business model creation

3. New business idea "elevator pitch"
4. Action plans

Methods of Instruction:

1. Lecture - Provide verbal description of thematic topic with clear examples either hypothetically constructed or based upon real life scenarios.
2. Classroom Activity - Case study analysis
3. Guest Lecturers - Guest speaker lectures through zoom, in-person, or pre-recorded. The sharing of professional experience by specialist at all stages of career levels.
4. Projects - Create a business plan
5. Student Presentations - Presentation of business plan or elevator pitch
6. Discussion - Online and in-person discussions depending on modality
7. Audio-visual Activity - Use various forms of film, video, and other digital resources to convey fundamental concepts.

Typical Assignments

A. Other:
    1. Instructors will utilize a variety of assignments designed to meet the objectives of the course, to enhance the students' varied strengths and to minimize learning weaknesses in students
    2. Discuss creativity and innovation and how it will impact the changing business environment
    3. 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 sources of idea generation for business opportunities.
        2. Group Presentations - students may select from a provided list of topics and present to the class using PowerPoint, video and/or other multimedia.
        3. Reading - Current business article about how an entrepreneur started his/her business.
        4. Writing - prepare a journal or research paper.
    4. Case Studies
        1. Determine the missteps of entrepreneurs and highlight what action created success.
B. Project:
    1. Lean business model and executable action plan

Methods of Evaluating Student Progress

A. Class Work
    1. 10 per semester
B. Exams/Tests
    1. 2 per semester
C. Quizzes
    1. 4 per semester
D. Oral Presentation
    1. 2 per semester
E. Projects
    1. 1 per semester

F. Simulation
    1. 1 per semester
G. Class Participation
    1. 15 per semester

Student Learning Outcomes

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

A. Explain why creativity and innovation are integral parts of entrepreneurship.
B. Assess their readiness/ability/aptitude for entrepreneurship.
C. Create a lean business model.
D. Describe attributes required for being an entrepreneur.

Textbooks (Typical):

Textbook:

1. Laura Portolese, Jaclyn Krause, and Julie R. Bonner *Entrepreneurship* . 2 ed., Flatworld , 2020.
2. Prentice Hall *Entrepreneurship: Successfully Launching New Ventures.* 6 ed., Prentice Hall, 2019.
3. Steve Mariotti *Entrepreneurship: Starting and Operating a Small Business.* 5 ed., Prentice Hall, 2020.
4. Justin Longenecker *Small Business Management, Launching and Growing Entrepreneurial Ventures.* 19 ed., Cengage Learning, 2020.
5. Norman Scarborough *Essentials of Entrepreneurship and Small Business Management.* 9 ed., Prentice Hall, 2020.

Other Learning Materials:

1. The textbooks have been selected to represent a variety of voices, backgrounds, and experiences..

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).
4. Access to recording equipment (i.e. smartphone).

LAS POSITAS COLLEGE

Course Outline for Computer Information Systems 79
Medical Office Procedures
Effective: Fall 2025

Catalog Description:

CIS 79 - Medical Office Procedures
3.00 Units

Medical office principles and procedures to include telecommunications, scheduling appointments, office equipment, medical documents and word processing, managing medical records, recordkeeping, expense reports, petty cash, billing, postal services, health insurance, coding, and utilizing the Internet for online resources. The importance of medical ethics in application of professional office behavior. Overview of medical law and careers in medical office environment.

Recommended Course Preparation: CIS 88A with a minimum grade of C

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Computer Information Systems

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 meaning of the professional role of an employee;
B. Describe the importance of effective interaction with patients;
C. Evaluate patient interactions and formulate appropriate responses that adhere to patient privacy regulations and medical ethics;
D. Explain and demonstrate professional business communications techniques;

E. Describe the process for scheduling patient appointments;
F. Describe the usage and operation of basic business equipment including fax, photocopy and postage metering;
G. Analyze tasks and determine the appropriate tool (software/hardware) to accomplish the task in the most efficient manner;
H. Explain the fundamentals of financial recordkeeping, retention and storage; and
I. Explain basic medical records management rules including HIPPA regulations for confidentiality of medical records.

Course Content:

Lab:

Lecture:

1. Overview of course materials and how class will be conducted
2. Introduction to the medical office
    1. The role of the employee
    2. The language of medicine, medical specialties, subspecialities, and dental specialties
    3. Medical ethics
    4. Medical law
    5. Technical/Non-Technical skills and qualities for success
3. Patient Relations
    1. Interacting with the patients
    2. Interpersonal communications
    3. Managing patient activities
    4. Handling emergencies
4. Telecommunications
    1. Identifying and using proper voice and language
    2. Taking messages
    3. Being discreet and courteous
    4. Using the telephone directory
    5. Using answering services and answering devices
5. Scheduling Appointments
    1. Maintaining the appointment system
    2. Preparing a daily list of appointments
    3. Scheduling patients for other medical units
    4. Follow-up appointments
6. Overview of basic office equipment
    1. Fax, copier, postage meter, computers and Internet access
    2. Changing technology
    3. Purposes and application
7. Computerizing the Medical Office
    1. Medical Software Applications
    2. List and Reports

3. Inventories
4. Correspondence using word processing software
5. Using the Internet for research and correspondence

8. Professional Activities
    1. Managing travel
    2. Postal and delivery services
9. Learning how to be the efficient professional
    1. Learn why this is important
    2. Tips of efficiency and effectiveness
    3. Time management and priority setting
10. Managing Medical Records
    1. Methods of keeping records
    2. Creating a medical record
    3. Problem-oriented and source-oriented medical records
    4. File management
    5. Compliance with HIPPA regulations concerning confidentiality of medical records
    6. Rules of filing
11. Financial Management
    1. Account management
    2. Billing and collections
    3. Health insurance coding
    4. Basic Recordkeeping
        1. Expense Reports
        2. Petty Cash
        3. Deposits

Methods of Instruction:

1. Discussion -
2. Lecture -
3. Demonstration -
4. Projects -
5. Audio-visual Activity -
6. Reading assignments
7. Reference Notebook
8. Hand-on exercises/problem-solving
9. Case Studies

Typical Assignments

A. Other:
    1. Reading
        1. Study the chapter on interacting with patients. Create a dialogue with an elderly patient who has asked you to explain advance directives and their purpose. Print your dialogue.

2. Study the chapter on medical office correspondence. Prepare a fax message. State that Dr. William Lennart will arrive in Dr. Marisol Chile's office at 10:00 am on March 9 for consultation regarding infant Jon Verex's brain surgery. Ask for a confirmation by fax that D. Chile will be available.

2. Problem-solving
    1. Create a dialogue with an elderly patient who has asked you to explain advance directives and their purpose. Print your dialogue.
    2. Develop an ethical situation in which a medical assistant might become involved, and role-play the scene with another class member.
    3. As a medical office receptionist, you will have many competing demands on your time. Review the following and determine your priority in each situation. Develop a brief explanation of how you would handle each situation.
        1. A ringing phone or an arriving patient?
        2. A patient with a question or a patient ready to pay a bill?
        3. Retrieving a file for a doctor or updating a computer record?
        4. A messy waiting room or a late report?

Methods of Evaluating Student Progress

A. Quizzes
    1.
B. Projects
    1.
C. Lab Activities
    1.

Student Learning Outcomes

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

A. Upon completion of CIS 79, students will be able to show a mastery of medical office principles and procedures to include the importance of medical ethics in application of professional office behavior, telecommunications, scheduling appointments, office equipment, medical documents and word processing, managing medical records, banking, payroll, expense reports, petty cash, billing, recordkeeping, postal services, health insurance, coding, and utilizing the Internet for online financial services and resources.

Textbooks (Typical):

Textbook:

1. Nenna Bayes *Medical Office Procedures.* 8th ed., McGraw Hill Higher Education, 2015.
2. Chirstine Malone *Administrative Medical Assisting: Foundations and Practices.* 2nd ed., Pearson, 2015.
3. Wilburta Q. Lindh, Carol D. Tamparo, Barbara M. Dahl, Julie Morris, Cindy Correa *Administrative Medical Assisting.* 6th ed., Cengage, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Storage media such as a USB/Flash Drive.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: CMST 3 - Group Communication

Course Modification: CMST 3 - Group Communication (Launched - Implemented 10-28-2024)
compared with
CMST 3 - Group Communication (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

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

Course Content

Lecture Content

1. Introduction to communication
    1. Communication model
    2. Ethical speaking
2. Defining of group communication
    1. Identify the different types of groups and group activities
    2. Identify the structure of a group

3. Identify management of group meetings
    1. Time conflicts
    2. Assigning/assuming roles

4. Explain norms and roles
    1. Task roles
    2. Duties within roles

5. Building and maintaining relationships
    1. Communicate competently in groups
    2. Building relationships
        1. Group climate
        2. Cohesiveness
        3. Group diversity

6. Oral presentation in groups
7. Providing and receiving feedback about both the content and forms of communication
    1. Written
    2. Oral

8. Organizing, evaluating, and reporting information
9. Persuasion and group communication
10. Effective listening skills
11. Problem solving skills
12. Managing conflict
    1. Types of conflict
    2. Styles of managing conflict
13. Decision making
    1. Assessing situations
    2. Implementing decisions
14. Leaders and leadership
    1. Leadership styles
    2. Leadership traits
15. Context, audience, and purpose of small-group communication
    1. Dyads
    2. Small and large groups
    3. Public settings
    4. Group dynamics

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  In class group activities.
- Discussion
  Comments
  Group discussion
- ~~Guest Lecturers~~
  ~~**Comments**~~
- Lecture
  Comments
  Instructor delivery of course content.
- Student Presentations
  Comments
  Students will present based off small group work.
- Written Exercises
  Comments
  Written assignments including a group portfolio and a conceptual application paper.

Equity Based Curriculum

- DE Course Interaction
  ~~**Explain**~~ **Address**
  ~~Written~~ Virtual ~~assignments~~ learning provides equity access to education for those that can not attend a face to face class with regularity. Given the course is "Group" communication, one would need to be in a group to accomplish this goal.
- Measurable Objectives
  ~~**Explain**~~ **Address**
  ~~Portfolio~~ Students will meet with others of ~~group~~ varying ~~activities~~ diversities including but not limited to culture, education, neurodiversity, and access.
- Assignments
  ~~**Explain**~~ **Address**
  ~~Communication~~ Students ~~activities~~
- ~~**Explain**~~ will
  ~~Tests/quizzes~~ be able to report on and address any situations of dominance and exclusion in the group process.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. ~~Major~~ Written ~~group~~ assignments ~~project~~ (Artifacts) :

      1. ~~The~~ Identify ~~group~~ a ~~presentation~~ concept discussed in the class or in the text and illustrate how it explains or is ~~intended~~ relevant to ~~put~~ some ~~into~~ situation ~~practice~~ in the ~~skills~~ "real ~~learned throughout the course~~ world . ~~Students can choose either task oriented or problem-solution oriented groups to participate in. Students will complete the group project and perform an oral presentation detailing the group experience.~~ "

   2. Portfolio to accompany group presentation:

      1. The group portfolio is intended to represent the insights, experiences, research, and reflections your group has gained over the course of the semester. The portfolio will consist of a group charter (the group's mission and goals), an annotated bibliography, a detailed written research paper, the group's materials (such as agendas, observation notes, meeting minutes, and feedback session notes), and a group assessment analyzing the attainment of the group's goals.

   3. ~~Written assignments (Artifacts):~~

      1. ~~identify a concept discussed in the class or in the text and illustrate how it explains or is relevant to some situation in the "real world."~~

   4. Reflection Paper:

      1. Reflect on the progress over the semester. Specifically, discuss the evaluation of the student's membership in the group assignment.

2. **Assignment Type** Project

Add Assignment

1. Major group project:

    1. The group presentation is intended to put into practice the skills learned throughout the course. Students can choose either task oriented or problem-solution oriented groups to participate in. Students will complete the group project and perform an oral presentation detailing the group experience.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of CMST 3, the student should be able to effectively~~ Effectively communicate in a group performance to complete a task or goal.

Distance Education

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

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

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

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

The work needed to complete this course can be done virtually. Shared and mutually agreed upon times can be arranged for the students to complete the assigned work for the course. Additionally, the content can be

addressed through Canvas pages.

Syllabus

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

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

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

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

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

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

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

  Frequency

  The instructor will ~~initiate interaction with~~ email students ~~to determine that they are accessing~~ weekly and ~~comprehending~~ respond ~~course material. The instructor will also participate regularly in course activities. Students will be encouraged by the instructor~~ promptly to ~~email~~

~~questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible~~ students .

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

  Frequency

  ~~The~~ At ~~instructor~~ least ~~will regularly participate in discussions about academic content and will constantly provide worthwhile feedback, and will facilitate all of the discussions. For example, the instructor will monitor all the discussions and give 5-10 individual responses to discussion posts~~ one per ~~week~~ module .
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

  Frequency

  ~~The~~ Grading ~~instructor~~ rubrics will ~~provide~~ be ~~regular substantive~~ defined and ~~academic~~ completed ~~feedback~~ for ~~to~~ every ~~students on their assignments and other assessments. Students will know why they earned the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics~~ assignment .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

  Frequency

  ~~Regular academic announcements will be posted to the class. For example, the instructor will post at~~ At least one ~~academic announcement~~ per ~~week. To a lesser extent, the instructor will post announcements including information on when assignments are due, changes in the syllabus, exam schedules, etc~~ module .
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

  Frequency

  ~~The~~ When ~~instructor~~ requested ~~will~~ by ~~use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.~~
- ~~**Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*~~

  ~~**Frequency**~~

  ~~Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.~~
- ~~**Social networking:** *A social networking tool will be used to disseminate academic information and allow for*~~ *a student* ~~*comments.*~~

  ~~**Frequency**~~

  ~~A social networking tool will be used to disseminate academic information and allow for student comments~~ .
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*

  Frequency

  ~~The~~ When ~~telephone~~ requested ~~will~~ by ~~be used to interact with students individually to answer questions, review~~ a student ~~work, etc~~ .
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency

~~Students~~ When ~~will~~ requested ~~come~~ by ~~to~~ a ~~campus during face-to-face office hours to discuss any facet of the course~~ student . ~~(hybrid courses only)~~

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

  Frequency

  ~~The~~ When ~~instructor~~ requested ~~will use chat to interact with students, textually and/or graphically, in real-time. The instructor will use~~ by a ~~chatroom to conduct virtual office hours~~ student .

Student-Student Interaction

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

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

  Frequency

  Students ~~will~~ are ~~be encouraged~~ free to communicate through email ~~each~~ if ~~other~~ they ~~to ask questions about the course, including assignments~~ want .

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

  Frequency

  ~~Students~~ At ~~will~~ least ~~post~~ one ~~to the discussion board in each~~ per module ~~, answering questions posed by the instructor. They will also reply to each others' postings. An example class discussion assignment is: What should the character in the film have done to provide a safer work environment? Please respond to others posts~~ .

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

  Frequency

  ~~Students~~ At ~~will~~ least ~~work in teams to complete a~~ one group project ~~:~~ ~~This~~ that project requires ~~will~~ students ~~then~~ to ~~be shared~~ communicate with ~~the~~ each ~~rest of the class in the discussion board. An example assignment is: In your group, prepare a PowerPoint presentation on a topic of your choosing relating to small group theory.~~

- ~~**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*~~

  ~~**Frequency**~~

  ~~Students will complete a peer-editing assignment. They will edit another student's paper and give feedback directly on the document. An example assignment is: Please provide constructive feedback directly to the submitted term paper document. Students will use this feedback as a final edit before submitting their final draft.~~

- ~~**Social networking:** *A social network tool will be used so students can communicate on course topics.*~~

  ~~**Frequency**~~

  ~~A social network tool will be used so everyone can communicate on any topic.~~

- ~~**Wikis:** *Students will use wikis to work collaboratively.*~~

~~Frequency~~ -

~~Students will use wikis to work collaboratively on a project or paper. An example assignment is: For your final group presentation, use the wiki to add and edit content~~ other .

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

  Frequency

  Students ~~will~~ to ~~interact~~ meet ~~in~~ for ~~real~~ the ~~time~~ group ~~with~~ project ~~each~~ as ~~other~~ many times as needed to ~~discuss~~ complete ~~course~~ the ~~work~~ assignment .

Student-Content Interaction

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

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

  Frequency

  ~~Each module will contain at~~ At least one ~~class discussion relating to the topic(s) of the~~ per module ~~. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is: Please share information about yourself. This could include hobbies, music tastes, favorite foods, etc. You are then required to find someone who shares a common interest and respond to that post indicating as much~~ .

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

  Frequency

  ~~There will be at~~ At least one group project ~~during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. An example assignment is: Together with your group, you are assigned to choose a small group communication theory. You will then develop a presentation that will be shared in the discussion board. Students will then provide feedback to your written presentation~~ .

- **Written papers:** *Papers will be written on various topics.*

  Frequency

  ~~Papers~~ At ~~will~~ least ~~be~~ one ~~written~~ per ~~on various topics. Prior to students submitting their work, papers will be checked by an anti plagiarism service to ensure that no plagiarism is involved. There will be short papers on: creating a series of potential openings to your presentation. There will be a term paper on the proper use of research in academic projects~~ semester .

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*

  Frequency

~~Students~~ At ~~will~~ least ~~use~~ one ~~the~~ per ~~Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. An example research assignment is: Please use the library databases to locate academic research on your topic. You must find a minimum of 5 sources~~ semester .

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

  Frequency

  ~~Quizzes~~ Chapter ~~will~~ quizzes ~~be used in~~ for each ~~module~~ chapter ~~to~~ or ~~make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is: Name 3 possible conflict management styles when dealing with an interpersonal conflict in the workplace.~~

- ~~**Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*~~

  ~~**Frequency**~~

  ~~Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the~~ a midterm and a final exam ~~. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback~~ .

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

  Frequency

  Written lecture material will be ~~divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be~~ posted ~~on~~ for ~~the topic of: Research. PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each~~ every module ~~will contain one such presentation that covers the main points of the module. These will be close captioned. An example presentation will cover: The different group roles that people exhibit~~ .

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

  Frequency

  ~~Video~~ Videos will be ~~used~~ included ~~to~~ on ~~demonstrate~~ module ~~procedures and to help students visualize concepts~~ pages . ~~These~~ No ~~clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. The instructor will use videos in multiple ways such as: 1. Pose a question at the beginning of the video to give students an idea of what to expect, what to look for, and what might be worth thinking about; 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole- class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each. All videos will be close captioned~~ minimum .

- ~~**Brainstorming**~~ **Student presentations :** ~~*Brainstorming*~~ *Students will* ~~*be*~~ *prepare* ~~*used*~~ *and* ~~*to*~~ *present* ~~*promote*~~ *on* ~~*creative*~~ *a* ~~*thinking*~~ *topic being studied* .

  Frequency

Brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. An example brainstorming activity will be:Brainstorm different methods for opening/beginning your presentation. Come up with at At least 5 1 different group options.

- - **Blogs:** - *Students will use blogs to discuss course content.*
  Frequency -
  Students will use blogs to discuss topics in the course. An example assignment is: Please use the blog to submit a list of potential topics that can be used in this class.
- - **Other:** -
  Frequency -
  Students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is: Deliver a presentation about conflict management in the workplace not to exceed 5 minutes in length project .

Textbooks/Materials

OER Textbooks No Yes

Textbook

1. **Author(s)** - James W. Neuliep
   Title - Intercultural Communication: A Contextual Approach
   Edition - 7th
   Publisher - Sage Publications
   Year - 2017
2. **Author(s)** - Judith N. Martin, Thomas K. Nakayama
   Title - Intercultural Communication in Contexts
   Edition - 7th
   Publisher - McGraw-Hill
   Year - 2017
3. **Author(s)** Randy Fujishin
   Title Creating Effective Groups: The Art of Small Group Communication
   Edition 3rd 4th
   Publisher Rowman & Littlefield Publishers
   Year 2013 2023
4. **Author(s)** Steven A. Beebe, John T. Masterson
   Title Communicating in Small Groups: Principles and Practice
   Edition 11th 13th
   Publisher Pearson
   ISBN-13 -
   Year 2014
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
   -
   Or Equivalent - No 2024
5. **Author(s)** Dan J. Rothwell
   Title In Mixed Company: Communicating in Small Groups

Edition ~~9th~~ 11th
Publisher ~~Wadsworth~~ Oxford ~~Publishing~~ University Press
~~ISBN-13~~ Year _ 2022

OER

1. **Author(s)** _ Trudy Radtke
   Title _ Small Group Communication
   Edition _
   Publisher _ College of the Canyons
   URL
   Year ~~2015~~ 2019
   Rationale for textbook older than ~~5~~ **7 years. (Most recent edition, considered classic, etc.)** _
   Or Equivalent _ No
2. **Author(s)** _ Jasmine R. Linabary
   Title _ Small Group Communication: Forming & Sustaining Teams
   Edition _
   Publisher _ Jasmine R. Linabary
   URL _
   Year _ 2021
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID COMM 140
Already approved unsubstantial change Yes

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

Codes and Dates

Course Codes
Origination Date
10/ ~~16~~ 25 / ~~2018~~ 2024

Parent Course

CMST 3 - Group Communication

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/24/2019~~

- CC Approval

  ~~11/19/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

10/28/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Communication Studies 3
Group Communication

Effective: Fall 2025

Catalog Description:

CMST 3 - Group Communication
3.00 Units

Principles of communication in a variety of group contexts. Theory, application, and evaluation of group communication processes, including norms, roles, problem solving, conflict management, decision making, and leadership. Includes participation in simulation exercises and group activities.

Course Grading: Optional

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

Discipline:

Communication Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Exhibit effective problem-solving communication skills;
B. Demonstrate successful conflict-management strategies;
C. Engage in sound reasoning to reach a well-reasoned decision;
D. Identify communication skills that contribute to effective leadership;
E. Demonstrate the ability to discover, critically evaluate, and accurately report information;
F. Describe how technology affects group communication;
G. Work effectively in a task-oriented group.

Course Content:

1. Introduction to communication
    1. Communication model
    2. Ethical speaking
2. Defining of group communication
    1. Identify the different types of groups and group activities
    2. Identify the structure of a group
3. Identify management of group meetings
    1. Time conflicts
    2. Assigning/assuming roles
4. Explain norms and roles
    1. Task roles
    2. Duties within roles
5. Building and maintaining relationships
    1. Communicate competently in groups
    2. Building relationships
        1. Group climate
        2. Cohesiveness
        3. Group diversity
6. Oral presentation in groups
7. Providing and receiving feedback about both the content and forms of communication
    1. Written
    2. Oral
8. Organizing, evaluating, and reporting information
9. Persuasion and group communication
10. Effective listening skills
11. Problem solving skills
12. Managing conflict
    1. Types of conflict
    2. Styles of managing conflict
13. Decision making
    1. Assessing situations
    2. Implementing decisions
14. Leaders and leadership
    1. Leadership styles
    2. Leadership traits
15. Context, audience, and purpose of small-group communication
    1. Dyads
    2. Small and large groups
    3. Public settings
    4. Group dynamics

Methods of Instruction:

1. Lecture - Instructor delivery of course content.
2. Discussion - Group discussion

3. Simulations - Simulations of group situations
4. Student Presentations - Students will present based off small group work.
5. Classroom Activity - In class group activities.
6. Written Exercises - Written assignments including a group portfolio and a conceptual application paper.

Typical Assignments

A. Writing:
    1. Written assignments (Artifacts):
        1. Identify a concept discussed in the class or in the text and illustrate how it explains or is relevant to some situation in the "real world."
    2. Portfolio to accompany group presentation:
        1. The group portfolio is intended to represent the insights, experiences, research, and reflections your group has gained over the course of the semester. The portfolio will consist of a group charter (the group's mission and goals), an annotated bibliography, a detailed written research paper, the group's materials (such as agendas, observation notes, meeting minutes, and feedback session notes), and a group assessment analyzing the attainment of the group's goals.
    3. Reflection Paper:
        1. Reflect on the progress over the semester. Specifically, discuss the evaluation of the student's membership in the group assignment.
B. Project:
    1. Major group project:
        1. The group presentation is intended to put into practice the skills learned throughout the course. Students can choose either task oriented or problem-solution oriented groups to participate in. Students will complete the group project and perform an oral presentation detailing the group experience.

Methods of Evaluating Student Progress

A. Home Work
    1. four to six
B. Group Projects
    1. one major group project
C. Class Participation
    1. weekly activities
D. Exams/Tests
    1. one midterm and one final exam
E. Portfolios
    1. one
F. Oral Presentation
    1. one major group presentation

Student Learning Outcomes

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

A. Effectively communicate in a group performance to complete a task or goal.

Textbooks (Typical):

OER:

1. Trudy Radtke *Small Group Communication.*, College of the Canyons, 2019. .
2. Jasmine R. Linabary *Small Group Communication: Forming & Sustaining Teams.*, Jasmine R. Linabary, 2021. .

Textbook:

1. Randy Fujishin *Creating Effective Groups: The Art of Small Group Communication.* 4th ed., Rowman & Littlefield Publishers, 2023.
2. Steven A. Beebe, John T. Masterson *Communicating in Small Groups: Principles and Practice.* 13th ed., Pearson, 2024.
3. Dan J. Rothwell *In Mixed Company: Communicating in Small Groups.* 11th ed., Oxford University Press, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Three ring binder (1- 1 ½") to be used for the group portfolio (1 per group) .

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: CMST 4 - Introduction to Communication Studies

Course Modification: CMST 4 - Introduction to Communication Studies (Launched - Implemented 10-28-2024)
compared with
CMST 4 - Introduction to Communication Studies (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

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

Course Content

Lecture Content

1. Principles of human communication
2. Ethics and communication
3. Listening skills in a variety of contexts
4. Interpersonal communication in various contexts
    1. Personal
    2. Professional
    3. Intercultural

    4. Computer mediated
    5. Family interactions

5. Role of communication in perception of self and personal identity
6. Small group communication

    1. Leadership
    2. Decision making
    3. Conflict management

7. Elements of effective public speaking

    1. Situational analysis
    2. Ethics and diversity
    3. Audience
    4. Occasion
    5. Purpose
    6. Topic selection
    7. Research
    8. Evidence evaluation
    9. Organization
    10. Presentation skills
    11. Evaluation of communication effectiveness

Methods of Instruction

Check all that apply:

- ~~Audio-visual~~ Classroom Activity
  Comments
  In-class group activities.
- ~~Classroom Activity~~ Critique
  Comments
  Critiques of speeches
- Discussion
  Comments
  Group discussions in class and outside of class.
- Lecture
  Comments
  Instructor delivery of course content.
- Projects
  Comments
  Group Presentation
- Student Presentations
  Comments
  Students will give individual and group speeches.

Equity Based Curriculum

- Measurable Objectives
  Address
  Students will meet with others of varying diversities including but not limited to culture, education, neurodiversity, and access.
- Methods of Instruction
  Address
  Instruction for this course will include varying methods of delivering information including but not limited to lecture, posted (written) lecture notes, videos, peer instruction through group work.
- Assignments
  Address
  Students will be able to report on and address any situations of dominance and exclusion in the group process ensuring that voices are heard and valued.
- Methods of Evaluation
  Address
  This course uses a variety of assessment methods including but not limited to oral presentation, written assessment, group presentation, and testing.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   1. Oral Presentation:

      1. Find a video clip of an interpersonal conflict from a film and give a report showing verbal and nonverbal elements and the possible different outcomes if conflict had been managed according to effective conflict management strategies.

      2. Informative or Persuasion speech presentation.

   2. Group presentation:

      1. Decide on a service project for your group and record tasks, leadership, and implementation of your project. Make a two minute video public service announcement of your project to present to the class.

2. **Assignment Type** Writing
   Add Assignment

   1. Paper:

      1. Record a verbal conversation or take screen shots of a text message dialogue you've had with a friend or family member and analyze it according to human communication principles. Write a 2 - 3 page analysis.

   2. ~~Oral~~ Journal ~~Presentation:~~

      1. ~~Find~~ interactions ~~a~~ that ~~video~~ reflect ~~clip~~ and ~~of~~ relate ~~an~~ to ~~interpersonal~~ specific ~~conflict~~ concepts from ~~a film~~ Interpersonal and ~~give~~ small ~~a~~ group ~~report~~ communication ~~showing verbal~~ concepts and ~~nonverbal~~ theories ~~elements~~ taught ~~and~~ in ~~the possible different outcomes if conflict had been managed according to effective conflict management strategies~~ class .

1. ~~Group presentation:~~

    1. ~~Decide on a service project for your group and record tasks, leadership, and implementation of your project. Make a two minute video public service announcement of your project to present to the class.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of CMST 4, the student should be able to deliver~~ Deliver a speech with effective organization, content, and delivery.
2. **Outcome Text**
   ~~Upon completion of CMST 4, the student should be able to effectively~~ Effectively communicate in group performance to complete a task or goal.
3. **Outcome Text**
   ~~Upon completion of CMST 4, the student should be able to identify~~ Identify and illustrate necessary skills for application of interpersonal communication
   _ competence.

~~Requisites/Requisite Validation~~

~~Requisites~~

1. ~~**Requisite Type** - Recommended Course Preparation~~
   ~~**Subject** - ENG (English)~~
   ~~**Requisite Course** - ENG 1A - Critical Reading and Composition(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

    - ~~- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
      ~~**Degree of Importance** - Recommended~~
    - ~~- Summarize a thesis and main points;~~
      ~~**Degree of Importance** - Recommended~~

- ~~- Analyze main ideas;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Evaluate the validity and logic of the text's reasoning and support;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Create a coherent position or argument based on reading;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Write multiple-paragraph papers that:~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Accurately and appropriately respond to a given assignment;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Develop a relevant, focused thesis;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Are well-organized and coherently move from coordinating to subordinating points;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Are well-developed with sufficient and relevant evidence;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Use standard American English correctly;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Not Necessary~~

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency

~~one~~ Chapter quizzes and/or a midterm and final exam

- ~~- Home Work~~
  ~~Frequency~~ -
  ~~weekly~~ .

Distance Education

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

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

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

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

The lessons and work for this course can be accomplished in a distance education model. Students can meet virtually to accomplish group work at a mutually agreed upon time.

Accessibility

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

- Modifying assignment time limits for students with accommodations.

Syllabus

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

- Instructor response time.
- Grade turnaround time.

- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

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

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

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

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

  Frequency

  The instructor will ~~initiate interaction with~~ email students ~~to determine that they are accessing~~ weekly and ~~comprehending~~ respond ~~course material. The instructor will also participate regularly in course activities. Students will be encouraged by the instructor~~ promptly to ~~email questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible~~ students .
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

  Frequency

  ~~The~~ At ~~instructor~~ least ~~will regularly participate in discussions about academic content and will constantly provide worthwhile feedback, and will facilitate all of the discussions. For example, the instructor will monitor all the discussions and give 5-10 individual responses to discussion posts~~ one per ~~week~~ module .
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency

~~The~~ Grading ~~instructor~~ rubrics will ~~provide~~ be ~~regular substantive~~ defined and ~~academic~~ completed ~~feedback~~ for ~~to~~ every ~~students on their assignments and other assessments. Students will know why they earned the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics~~ assignment .

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Regular academic announcements will be posted to the class. For example, the instructor will post~~ ~~at~~ At least one ~~academic announcement~~ per ~~week. To a lesser extent, the instructor will post announcements including information on when assignments are due, changes in the syllabus, exam schedules, etc~~ module .
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  ~~The~~ When ~~instructor~~ requested ~~will~~ by ~~use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.~~
- ~~**Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*~~
  ~~**Frequency**~~
  ~~Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.~~
- ~~**Social networking:** *A social networking tool will be used to disseminate academic information and allow for*~~ *a student* ~~*comments.*~~
  ~~**Frequency**~~
  ~~A social networking tool will be used to disseminate academic information and allow for student comments~~ .
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency
  ~~The~~ When ~~telephone~~ requested ~~will~~ by ~~be used to interact with students individually to answer questions, review~~ a student ~~work, etc~~ .
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  ~~Students~~ When ~~will~~ requested ~~come~~ by ~~to~~ a ~~campus during face-to-face office hours to discuss any facet of the course~~ student . ~~(hybrid courses only)~~
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  ~~The~~ When ~~instructor~~ requested ~~will use chat to interact with students, textually and/or graphically, in real-time. The instructor will use~~ by a ~~chatroom to conduct virtual office hours~~ student .

Student-Student Interaction

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

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

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  Students ~~will~~ are ~~be encouraged~~ free to communicate through email ~~each~~ if ~~other~~ they ~~to ask questions about the course, including assignments~~ want .
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Students~~ At ~~will~~ least ~~post~~ one ~~to the discussion board in each~~ per module ~~, answering questions posed by the instructor. They will also reply to each others' postings. An example class discussion assignment is: What makes persuasive speaking different from informative speaking? Please respond to others posts~~ .
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Students~~ At ~~will~~ least ~~work in teams to complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment is: In your group, prepare a PowerPoint presentation on a topic of your choosing.~~
- ~~**Blogs:** *Students will use blogs to discuss topics in the course.*~~
  ~~**Frequency**~~
  ~~Students will use blogs to discuss topics in the course. They will also use blogs in a writing assignment in which groups collaborate to write a paper. An example assignment is: Please post to the blog potential topics you will use for your assignment.~~
- ~~**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*~~
  ~~**Frequency**~~
  ~~As additions are made to the group discussion board, students will use the class chatroom to discuss their~~ one group project ~~in~~ that ~~real-time~~ requires students to communicate with each other .
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  ~~Students~~ At ~~will~~ least ~~complete a~~ one peer ~~editing assignment.~~ critique ~~They will edit another student's paper and give feedback directly on~~ from the ~~document.~~ assigned ~~An~~ speech ~~example assignment is: Please provide constructive feedback directly to the submitted term paper document. Students will use this feedback as a final edit before submitting their final draft.~~
- ~~**Social networking:** *A social network tool will be used so students can communicate on course topics.*~~
  ~~**Frequency**~~
  ~~A social network tool will be used so everyone can communicate on any topic.~~
- ~~**Wikis:** *Students will use wikis to work collaboratively.*~~
  ~~**Frequency**~~
  ~~Students will use wikis to work collaboratively on a project or paper. An example assignment is: For your final group presentation, use the wiki to add and edit content~~ performance .
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency

Students ~~will~~ to ~~interact~~ meet ~~in~~ for ~~real~~ the ~~time~~ group ~~with~~ project ~~each~~ as ~~other~~ many times as needed to ~~discuss~~ complete ~~course~~ the ~~work~~ assignment .

Student-Content Interaction

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

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

  Frequency

  ~~Each module will contain at~~ At least one ~~class discussion relating to the topic(s) of the~~ per module ~~. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is: Please share information about yourself. This could include hobbies, music tastes, favorite foods, etc. You are then required to find someone who shares a common interest and respond to that post indicating as much~~ .
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

  Frequency

  ~~There will be at~~ At least one group project ~~during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. An example assignment is: Together with your group, you are assigned to choose a topic related to interpersonal communication. You will then develop a presentation that will be shared in the discussion board. Students will then provide feedback to your written presentation~~ .
- **Written papers:** *Papers will be written on various topics.*

  Frequency

  ~~Papers~~ At ~~will~~ least ~~be~~ one ~~written~~ per ~~on various topics. Prior to students submitting their work, papers will be checked by an anti plagiarism service to ensure that no plagiarism is involved. There will be short papers on: creating a series of potential openings to your presentation. There will be a term paper on the proper use of research in academic projects~~ semester .
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*

  Frequency

  ~~Students~~ At ~~will~~ least ~~use~~ one ~~the~~ per ~~Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. An example research assignment is: Please use the library databases to locate academic research on your topic. You must find a minimum of 5 sources~~ semester .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

~~Quizzes~~ Chapter ~~will~~ quizzes ~~be used in~~ for each ~~module~~ chapter ~~to~~ or ~~make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is: What are the 5 personality types defined by OCEAN?~~

- ~~**Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*~~

  ~~**Frequency**~~

  ~~Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the~~ a midterm and a final exam ~~. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback~~ .
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

  Frequency

  Written lecture material will be ~~divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be~~ posted ~~on~~ for ~~the topic of: Research. PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each~~ every module ~~will contain one such presentation that covers the main points of the module. These will be close captioned. An example presentation will cover: The key differences between informative and persuasive speaking~~ .
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

  Frequency

  ~~Video~~ Videos will be ~~used~~ included ~~to~~ on ~~demonstrate~~ module ~~procedures and to help students visualize concepts~~ pages . ~~These~~ No ~~clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. The instructor will use videos in multiple ways such as: 1. Pose a question at the beginning of the video to give students an idea of what to expect, what to look for, and what might be worth thinking about; 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole- class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each. All videos will be close captioned~~ minimum .
- ~~**Brainstorming**~~ **Student presentations :** ~~*Brainstorming*~~ *Students will* ~~*be*~~ *prepare* ~~*used*~~ *and* ~~*to*~~ *present* ~~*promote*~~ *on* ~~*creative*~~ *a* ~~*thinking*~~ *topic being studied* .

  Frequency

  ~~Brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. An example brainstorming activity will be:Brainstorm different methods for opening/beginning your presentation. Come up with at~~ At least ~~5~~ 2 ~~different~~ per ~~options.~~
- ~~**Blogs:** *Students will use blogs to discuss course content.*~~

  ~~**Frequency**~~

  ~~Students will use blogs to discuss topics in the course. An example assignment is: Please use the blog to submit a list of potential topics that can be used in this class.~~

- ~~**Debates:** *Debates will be used to expand upon both sides of an argument.*~~
  ~~**Frequency**~~
  ~~Debates will be used to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply will acknowledge a point made by a student and will respectfully refute it, citing factual sources. Debates will take place in the discussion board. An example debate is: Each pair of students will be assigned a "This or That" topic. You will post your arguments in the discussion board. An example topic will be Coke Vs. Pepsi.~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is: Deliver an Informative presentation not to exceed 7 minutes in length~~ semester .

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Textbook

1. **Title** Communication in Everyday Life: The Basic Course Edition with Public Speaking
   Edition ~~2nd~~ 3rd
   Year ~~2018~~ 2020
2. **Title** Communication Mosaics: An Introduction to the Field of Communication
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Most recent edition.
3. **Title** Communication: Principles for a Lifetime
   Edition ~~6th~~ 8th
   Year ~~2015~~ 2022
4. **Title** Understanding Human Communication
   Edition ~~13th~~ 15th
   Year ~~2016~~ 2023

OER

1. **Author(s)** Scott T. Paynton & Laura K. Hahn
   Title Introduction to Communication
   Edition
   Publisher LibreTexts
   URL
   Year 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Anonymous
   Title Communication in the Real World: An Introduction to Communication Studies
   Edition
   Publisher LibreTexts
   URL

Year 2024
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

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

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID COMM 115
Already approved unsubstantial change Yes

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

Codes and Dates

Course Codes
Origination Date
10/ ~~16~~ 26 / ~~2018~~ 2024

Parent Course
CMST 4 - Introduction to Communication Studies
No Previous Course
Entry of Special Dates

- Board of Trustees
  ~~01/15/2019~~
- State Approval
  ~~01/24/2019~~
- CC Approval
  ~~11/19/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date
~~08/15/2019~~

10/28/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Communication Studies 4
Introduction to Communication Studies
Effective: Fall 2025

Catalog Description:

CMST 4 - Introduction to Communication Studies
3.00 Units

Introduction to the breadth of the communication discipline with a focus on the foundations of interpersonal communication, small group communication, and public speaking. Examination and practice of basic human communication principles and theories to develop critical thinking and communication competencies in a variety of contexts.

Course Grading: Optional

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

Discipline:

Communication Studies

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 similarities and differences between the fields of Interpersonal Communication, Small Group Communication, and Public Speaking;
B. Demonstrate, at an introductory level, interpersonal concepts of perception, self-concept, nonverbal communication, verbal communication, listening and conflict management;
C. Participate in small group activities to demonstrate a basic understanding of leadership communication, problem solving, role orientation, and conflict management strategies to achieve group goals;
D. Research, organize, and deliver an effective public address.

Course Content:

1. Principles of human communication
2. Ethics and communication
3. Listening skills in a variety of contexts
4. Interpersonal communication in various contexts
    1. Personal
    2. Professional
    3. Intercultural
    4. Computer mediated
    5. Family interactions
5. Role of communication in perception of self and personal identity
6. Small group communication
    1. Leadership
    2. Decision making
    3. Conflict management
7. Elements of effective public speaking
    1. Situational analysis
    2. Ethics and diversity
    3. Audience
    4. Occasion
    5. Purpose
    6. Topic selection
    7. Research
    8. Evidence evaluation
    9. Organization
    10. Presentation skills
    11. Evaluation of communication effectiveness

Methods of Instruction:

1. Student Presentations - Students will give individual and group speeches.
2. Lecture - Instructor delivery of course content.
3. Discussion - Group discussions in class and outside of class.
4. Projects - Group Presentation
5. Classroom Activity - In-class group activities.
6. Critique - Critiques of speeches

Typical Assignments

A. Project:
    1. Oral Presentation:
        1. Find a video clip of an interpersonal conflict from a film and give a report showing verbal and nonverbal elements and the possible different outcomes if conflict had been managed according to effective conflict management strategies.
        2. Informative or Persuasion speech presentation.

2. Group presentation:
    1. Decide on a service project for your group and record tasks, leadership, and implementation of your project. Make a two minute video public service announcement of your project to present to the class.

B. Writing:
1. Paper:
    1. Record a verbal conversation or take screen shots of a text message dialogue you've had with a friend or family member and analyze it according to human communication principles. Write a 2 - 3 page analysis.
    2. Journal interactions that reflect and relate to specific concepts from Interpersonal and small group communication concepts and theories taught in class.

Methods of Evaluating Student Progress

A. Exams/Tests
1. Chapter quizzes and/or a midterm and final exam.

B. Oral Presentation
1. minimum of two in front of a live audience

C. Group Projects
1. minimum of one

D. Class Participation
1. weekly class activities

Student Learning Outcomes

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

A. Deliver a speech with effective organization, content, and delivery.
B. Effectively communicate in group performance to complete a task or goal.
C. Identify and illustrate necessary skills for application of interpersonal communication competence.

Textbooks (Typical):

OER:

1. Scott T. Paynton & Laura K. Hahn *Introduction to Communication.*, LibreTexts, 2024. .
2. Anonymous *Communication in the Real World: An Introduction to Communication Studies.*, LibreTexts, 2024. .

Textbook:

1. Steve Duck, David T. McMahan *Communication in Everyday Life: The Basic Course Edition with Public Speaking.* 3rd ed., Sage Publications, 2020.
2. Julia T. Wood *Communication Mosaics: An Introduction to the Field of Communication.* 8th ed., Cengage, 2017.
3. Steven A. Beebe, Susan J. Beebe, Diana K. Ivy *Communication: Principles for a Lifetime.* 8th ed., Pearson, 2022.
4. Ronald B. Adler, George Rodman, Athena du Pre *Understanding Human Communication.* 15th ed., Oxford University Press, 2023.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: CMST 10 - Interpersonal Communication

Course Modification: CMST 10 - Interpersonal Communication (Launched - Implemented 10-28-2024)
compared with
CMST 10 - Interpersonal Communication (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

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

Course Content

Lecture Content

1. Theories and principles of interpersonal communication
2. Verbal and nonverbal communication
    1. Description and explanation of verbal communication
        1. The verbal level: words and meanings
        2. The interpersonal level: language and relationships
        3. The societal level: language and communication systems

2. Description and explanation of non-verbal communication
    1. Characteristics of non-verbal communication
    2. Differences between verbal and non-verbal communication
    3. Types of non-verbal communication
        1. Eye contact
        2. Gestures
        3. Face and eyes
        4. Body orientation

3. Interpersonal communication in various contexts
    1. Personal
    2. Professional

4. Ethical interpersonal communication
    1. Honesty
    2. Ramifications of dishonest communication

5. Description and explanation of the self concept
    1. How the self concept develops
    2. Characteristics of the self concept
    3. Impression management in communication

1. The perceived self
2. The presenting self
3. The desired self

6. Description and explanation of the perception process
    1. Effects on perception
    2. Effects on personal identities
    3. The accuracy and inaccuracy of perception
    4. Perception checking to prevent misunderstandings

7. Description and explanation of the act and impact of listening in communication
    1. Non-listening behaviors and reasons for non-listening
    2. Ways to improve listening skills

8. Description and explanation of small group dynamics in communication
    1. Roles, action and behaviors of small group participants
    2. Group think

9. Conflict mangement in interpersonal communication
    1. The nature of conflict
    2. Personal conflict styles

3. Conflict in relational systems
4. Variables in conflict style
5. Methods of conflict resolution
6. Win-win conflict resolution

10. Description and explanation of relational development
    1. Interpersonal attraction
    2. Developmental stages in intimate relationships
    3. Self-disclosure in relationships
    4. Alternatives to self-disclosure

11. Description and explanation of the role of emotions in interpersonal communication
    1. What emotions are
    2. Types of emotions
    3. Influences on emotional expression
    4. Guidelines for expressing emotions
    5. Managing difficult emotions

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  In class group activities.
- Discussion
  Comments

- Facilitate ~~Guest~~ whole ~~Lecturers~~ ~~Comments~~ class discussion.
- Lecture
  Comments
  Instructor delivery of course content.
- Projects
  Comments
  ~~Individual~~ Group ~~and small group projects~~ presentation.
- Simulations
  Comments
  Role-playing situations
- Student Presentations
  Comments
  Group and/or individual speech.
- Written Exercises
  Comments
  Journal and/or written papers.

Other ~~Yes~~ No

Equity Based Curriculum

- Measurable Objectives
  ~~Explain~~ **Address**
  ~~Readings~~ Students will discuss with other students of varying diversities including but not limited to culture, education, neurodiversity, and access.
- Course Content
  ~~Explain~~ **Address**
  ~~Communication~~ A ~~activities~~ full examination of self and others is taught. When relationship building it is important to understand and adapt to others.
- Assignments
  ~~Explain~~ **Address**
  ~~Journal~~ Students ~~keeping~~
- ~~Explain~~ will
  ~~Written~~ be ~~assignments~~ able to report on and address any situations of dominance and exclusion in the group process ensuring that voices are heard and valued.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing

Add Assignment

1. ~~Group~~ Paper:

    1. Consider ~~assignment:~~

        1. ~~Working~~ a recent conflict you have had with someone. Determine whether it was a ~~group of your classmates~~ pseudo , ~~develop~~ simple, ~~your~~ or ~~own~~ ego ~~model of interpersonal communication~~ conflict . ~~Include all of~~ Describe the ~~components~~ strategies ~~that~~ you ~~are necessary~~ used to ~~describe how communication between people works. Share your model with~~ manage the ~~class,~~ conflict. ~~describing~~ Discuss the ~~decisions~~ other ~~your~~ strategies ~~group~~ you ~~made~~ could ~~in~~ have ~~developing~~ used ~~it~~ to help mange the disagreement .

        2. How ~~Illustrate~~ do ~~your~~ the ~~model~~ strategies ~~with~~ for escalating and maintaining a ~~conversation between two people, pointing out how elements of the conversation~~ relationship relate to the ~~model~~ indirect and direct strategies used for terminating a relationship? What research supports your ideas?

    2. Journal:

        1. Monitor and then jot down notes about your own self-talk during a conversation with another person . What competing thoughts and ideas occurred to you while you were conversing with your partner? What did you do to refocus on the message?

2. **Assignment Type** Project
   Add Assignment

    1. ~~Homework~~ Speech :

        1. Go through your personal music library and identify a selection that best symbolizes you. Your selection may be based upon either the lyrics or the music. Bring your selection to class and play it for your classmates. Tell why this music symbolizes you (presenting, perceived, or desired self). Discuss with classmates how today's music provides a glimpse of our culture and a vehicle for self-expression.

    2. ~~Journal~~ Group assignment :

1. ~~Monitor~~ Working ~~and~~ with ~~then~~ a ~~jot~~ group ~~down~~ of ~~notes~~ your ~~about~~ classmates, develop your own ~~self-talk~~ model ~~during~~ of interpersonal communication. Include all of the components that are necessary to describe how communication between people works. Share your model with the class, describing the decisions your group made in developing it. Illustrate your model with a conversation ~~with~~ between ~~another~~ two ~~person. What competing thoughts and ideas occurred to you while you were conversing with your partner? What did you do to refocus on the message?~~

3. ~~Journal:~~

1. ~~Record fifteen minutes of a TV drama or situation comedy. View the program with the sound turned off. Using the four principles of interpreting non-verbal messages~~ people , ~~describe~~ pointing ~~the~~ out ~~meaning~~ how elements of the ~~non-verbal messages you watch. After you have made written observations in your journal, view the program with full sound and determine how accurate your interpretations were.~~

4. ~~Paper:~~

1. ~~Consider a recent conflict you have had with someone. Determine whether it was a pseudo, simple, or ego conflict. Describe the strategies you used to manage the conflict. Discuss the other strategies you could have used to help mange the disagreement.~~

2. ~~How do the strategies for escalating and maintaining a relationship~~ conversation relate to the ~~indirect and direct strategies used for terminating a relationship? What research supports your ideas?~~ model.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of CMST 10, the student should be able to identify~~ Identify and demonstrate necessary skills for application of interpersonal communication competence.
2. **Outcome Text**
   ~~Upon completion of CMST 10, the student should be able to identify~~ Identify and demonstrate necessary skills of comprehension of interpersonal communication

competence.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** - Recommended Course Preparation
   Subject - ENG (English)
   Requisite Course - ENG 1A - Critical Reading and Composition(Historical)
   Non Course Requirements -
   Min Grade - C
   Comments -
   Requisite Validation - Content Review
   Skills Analysis
   Requisite Course Objective(s)
   - - Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:
     Degree of Importance - Recommended
   - - Summarize a thesis and main points;
     Degree of Importance - Not Necessary
   - - Analyze main ideas;
     Degree of Importance - Recommended
   - - Evaluate the validity and logic of the text's reasoning and support;
     Degree of Importance - Not Necessary
   - - Relate ideas and information in the text to his/her own experience as well as other texts;
     Degree of Importance - Recommended
   - - Create a coherent position or argument based on reading;
     Degree of Importance - Recommended
   - - Write multiple-paragraph papers that:
     Degree of Importance - Recommended
   - - Accurately and appropriately respond to a given assignment;
     Degree of Importance - Recommended
   - - Develop a relevant, focused thesis;
     Degree of Importance - Not Necessary
   - - Are well-organized and coherently move from coordinating to subordinating points;
     Degree of Importance - Not Necessary
   - - Are well-developed with sufficient and relevant evidence;
     Degree of Importance - Not Necessary
   - - Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;
     Degree of Importance - Not Necessary
   - - Demonstrate stylistic choices in tone, syntax, and diction;
     Degree of Importance - Not Necessary
   - - Use standard American English correctly;

~~**Degree of Importance** - Recommended~~

- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Not Necessary~~

Methods of Evaluation

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

- Papers
  Frequency
  ~~one~~ One completed journal and/or a minimum of 3 papers.
- Oral Presentation
  Frequency
  minimum of ~~two~~ one
- Group Projects
  Frequency
  ~~minimum~~ Minimum of one
- Class Participation
  Frequency
  ~~weekly~~ Weekly class activities

Distance Education

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

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

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

The work needed to complete this course can be done virtually. Shared and mutually agreed upon times can be arranged for the students to complete the assigned work for the course. Additionally, the content can be addressed through Canvas pages.

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

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

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

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

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

Textbooks/Materials

Textbook

1. **Author(s)** Steven McCornack & Kelly Morrison
   Title Reflect & Relate
   Edition 6th
   Publisher Macmillan Learning
   Year 2022
2. **Author(s)** Joseph A. DeVito
   Title The Interpersonal Communication Book
   Edition ~~14th~~ 16th
   Publisher Pearson
   Year ~~2015~~ 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
3. **Author(s)** Ronald Adler, Russell F. Proctor
   Title Looking Out/Looking In
   Edition ~~15th~~ 16th
   Publisher Cengage
   Year ~~2017~~ 2023
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~
4. **Author(s)** Steven A. Beebe, Susan J. Beebe, Mark V. Redmond
   Title Interpersonal Communication: Relating to Others
   Edition ~~8th~~ 9th
   Publisher Pearson
   ISBN-13
   Year ~~2017~~ 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

1. **Author(s)** _ Teresa Fisher
   Title _ Fundamentals of Interpersonal Communication
   Edition _
   Publisher _ CUNY Bronx Community College
   URL _
   Year _ 2021
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
2. **Author(s)** _ Jason S. Wrench, Narissra M. Punyanunt-Carter, and Katherine S Thweatt
   Title _ Interpersonal Communication: A Mindful Approach to Relationships
   Edition _
   Publisher _ Milne Open Textbooks
   URL _
   Year _ 2023
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

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

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID COMM 130
Already approved unsubstantial change Yes

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

Codes and Dates

Course Codes

Origination Date

10/ ~~16~~ 26 / ~~2018~~ 2024

Parent Course

CMST 10 - Interpersonal Communication

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/24/2019~~

- CC Approval

  ~~11/19/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date ~~08/15/2019~~

10/28/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Communication Studies 10
Interpersonal Communication

Effective: Fall 2025

Catalog Description:

CMST 10 - Interpersonal Communication
3.00 Units

Exploration, discussion, and evaluation of the principles of the verbal and non-verbal communication process in relationships. Study of theory and research findings and their application to communication in interpersonal relationships in personal and professional contexts.

Course Grading: Optional

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

Discipline:

Communication Studies

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 the essential elements of the interpersonal communication event;
B. Describe, define, discuss and explain the basic communication process;
C. Describe ways that communication creates, develops, and changes personal identities including variables such as culture, gender, ethnicity, and race; explain the effect of communication on personal identities;
D. Describe the effects of communication on interpersonal relationships and social and cultural realities;
E. Analyze and discuss breakdowns of the interpersonal communication event;
F. Demonstrate ethical interpersonal communication founded on communication theory and research including critical listening and other individual skills and competencies for successful interpersonal communication;

G. Diagnose conflict in interpersonal relationships and demonstrate appropriate conflict management strategies.

Course Content:

1. Theories and principles of interpersonal communication
2. Verbal and nonverbal communication
    1. Description and explanation of verbal communication
        1. The verbal level: words and meanings
        2. The interpersonal level: language and relationships
        3. The societal level: language and communication systems
    2. Description and explanation of non-verbal communication
        1. Characteristics of non-verbal communication
        2. Differences between verbal and non-verbal communication
        3. Types of non-verbal communication
            1. Eye contact
            2. Gestures
            3. Face and eyes
            4. Body orientation
3. Interpersonal communication in various contexts
    1. Personal
    2. Professional
4. Ethical interpersonal communication
    1. Honesty
    2. Ramifications of dishonest communication
5. Description and explanation of the self concept
    1. How the self concept develops
    2. Characteristics of the self concept
    3. Impression management in communication
        1. The perceived self
        2. The presenting self
        3. The desired self
6. Description and explanation of the perception process
    1. Effects on perception
    2. Effects on personal identities
    3. The accuracy and inaccuracy of perception
    4. Perception checking to prevent misunderstandings
7. Description and explanation of the act and impact of listening in communication
    1. Non-listening behaviors and reasons for non-listening
    2. Ways to improve listening skills
8. Description and explanation of small group dynamics in communication
    1. Roles, action and behaviors of small group participants
    2. Group think
9. Conflict mangement in interpersonal communication
    1. The nature of conflict

2. Personal conflict styles
3. Conflict in relational systems
4. Variables in conflict style
5. Methods of conflict resolution
6. Win-win conflict resolution

10. Description and explanation of relational development
    1. Interpersonal attraction
    2. Developmental stages in intimate relationships
    3. Self-disclosure in relationships
    4. Alternatives to self-disclosure
11. Description and explanation of the role of emotions in interpersonal communication
    1. What emotions are
    2. Types of emotions
    3. Influences on emotional expression
    4. Guidelines for expressing emotions
    5. Managing difficult emotions

Methods of Instruction:

1. Student Presentations - Group and/or individual speech.
2. Discussion - Facilitate whole class discussion.
3. Lecture - Instructor delivery of course content.
4. Classroom Activity - In class group activities.
5. Projects - Group presentation.
6. Simulations - Role-playing situations
7. Written Exercises - Journal and/or written papers.

Typical Assignments

A. Writing:
    1. Paper:
        1. Consider a recent conflict you have had with someone. Determine whether it was a pseudo, simple, or ego conflict. Describe the strategies you used to manage the conflict. Discuss the other strategies you could have used to help mange the disagreement.
        2. How do the strategies for escalating and maintaining a relationship relate to the indirect and direct strategies used for terminating a relationship? What research supports your ideas?
    2. Journal:
        1. Monitor and then jot down notes about your own self-talk during a conversation with another person. What competing thoughts and ideas occurred to you while you were conversing with your partner? What did you do to refocus on the message?
B. Project:
    1. Speech:

1. Go through your personal music library and identify a selection that best symbolizes you. Your selection may be based upon either the lyrics or the music. Bring your selection to class and play it for your classmates. Tell why this music symbolizes you (presenting, perceived, or desired self). Discuss with classmates how today's music provides a glimpse of our culture and a vehicle for self-expression.

2. Group assignment:
    1. Working with a group of your classmates, develop your own model of interpersonal communication. Include all of the components that are necessary to describe how communication between people works. Share your model with the class, describing the decisions your group made in developing it. Illustrate your model with a conversation between two people, pointing out how elements of the conversation relate to the model.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. one midterm and one final exam
B. Papers
    1. One completed journal and/or a minimum of 3 papers.
C. Oral Presentation
    1. minimum of one
D. Group Projects
    1. Minimum of one
E. Class Participation
    1. Weekly class activities

Student Learning Outcomes

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

A. Identify and demonstrate necessary skills for application of interpersonal communication competence.
B. Identify and demonstrate necessary skills of comprehension of interpersonal communication competence.

Textbooks (Typical):

OER:

1. Teresa Fisher *Fundamentals of Interpersonal Communication.*, CUNY Bronx Community College, 2021. .
2. Jason S. Wrench, Narissra M. Punyanunt-Carter, and Katherine S Thweatt *Interpersonal Communication: A Mindful Approach to Relationships.*, Milne Open Textbooks, 2023. .

Textbook:

1. Steven McCornack & Kelly Morrison *Reflect & Relate*. 6th ed., Macmillan Learning, 2022.
2. Joseph A. DeVito *The Interpersonal Communication Book*. 16th ed., Pearson, 2022.
3. Ronald Adler, Russell F. Proctor *Looking Out/Looking In*. 16th ed., Cengage, 2023.
4. Steven A. Beebe, Susan J. Beebe, Mark V. Redmond *Interpersonal Communication: Relating to Others*. 9th ed., Pearson, 2020.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: CMST 11 - Intercultural Communication

Course Modification: CMST 11 - Intercultural Communication (Launched - Implemented 11-04-2024)
compared with
CMST 11 - Intercultural Communication (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

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

Course Content

Lecture Content

1. Components of communication
    1. Language
    2. Nonverbal codes
    3. Perception
    4. Competencies
2. Theories and principles of intercultural communication

3. Components of culture
    1. Worldview
    2. Core values/beliefs
    3. Norms and roles
    4. Assimilation and enculturation
    5. Ethics and morals
4. Cultural similarities and differences in American/Western and non-Western contexts
    1. Gender (culturally variable)
    2. Asian-American (non-Western based)
    3. American-Latino/a (non-Western based, with Western influences)
    4. African-American (Western Based)
5. Historical and cultural influences on distinct communication styles
    1. Gender historical influences
    2. Asian-American historical influences
    3. American Latino/a historical influences
    4. African-American historical influences
6. Political, economic, and social interdependence between Western and non-Western cultures
7. Intracultural communication
    1. Co-cultures
    2. Assimilation and segregation

8. Intercultural communication
    1. Verbal and nonverbal communication
    2. Intercultural communication competence skills

9. Barriers to intercultural communication
    1. Ethnocentrism
    2. Stereotyping
    3. Prejudice
    4. Discrimination
    5. Power
    6. Culture shock
    7. Racism

10. Social and psychological variables
    1. High context/low context
    2. Individualism/collectivism
    3. Power distance
    4. The relationship between humans and nature
    5. Similarities and differences in communication patterns

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Instructional videos
- Classroom Activity
  Comments
- In ~~Demonstration~~
  ~~**Comments**~~ Class
  group activities
- Discussion
  Comments
- Facilitate ~~Guest~~ whole ~~Lecturers~~
  ~~**Comments**~~ class
  discussion.
- Lecture
  Comments
  Instructor delivery of course content.
- Projects
  Comments
  Group presentation.
- Simulations
  Comments
  Role-playing situations
- Student Presentations
  Comments
  Group and/or individual speech.
- Written Exercises
  Comments
  Journal and/or written papers.

Equity Based Curriculum

- DE Course Interaction
  Address
  Virtual learning provides equity access to education for those that can not attend a face to face class with regularity.
- Course Content
  Address

The curriculum includes a variety of perspectives on communication styles, cultural norms, and social identities. This helps students understand how different backgrounds influence interactions.

- Typical Texts
  Address
  Instructors have the option to use OER (free to students) textbooks.
- Catalog Description
  Address
  The catalog description addresses the delivery, content, and evaluation of diverse individuals to enable students to better communicate and understand diversity.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. ~~Interview/~~ Analysis Paper:

      1. ~~Review~~ Write ~~scholarly~~ an ~~literature~~ analysis ~~regarding~~ of conflict and conflict resolution using the ~~student's~~ mass ~~ethnic~~ media ~~history~~ (TV, film, etc.) as a source . ~~Then~~ Choose ~~compare~~ a specific confilct and ~~contrast~~ discuss ~~that~~ its ~~history~~ various ~~with~~ stages ~~a family member's version of history. Relate this~~ according to ~~issues~~ conflict ~~of~~ resolution ~~identity~~ theories we have been studying .

2. **Assignment Type** Project
   Add Assignment

   1. Individual Project:

      1. Research a subculture different from your own and find out its main values, language base, nonverbal communication examples, values, and background. How is your own culture similar or dissimilar? Present the subculture as an oral presentation for the class.

3. **Assignment Type** Writing
   Add Assignment

   1. ~~Analysis~~ Interview/ Paper:

1. ~~Write~~ Review ~~an~~ scholarly ~~analysis~~ literature regarding the student's ethnic history. Then compare and contrast that history with a family member's version of ~~conflict and conflict resolution using the mass media (TV, film, etc.) as a source~~ history .
   ~~Choose~~ Relate ~~a specific confilct and discuss its various stages according~~ this to ~~conflict~~ issues ~~resolution~~ of ~~theories we have been studying~~ identity .

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of CMST 11, the student should be able to demonstrate~~ Demonstrate an ability to effectively communicate in a culture other than their own.

~~Requisites/Requisite Validation~~

~~Requisites~~

1. ~~**Requisite Type** - Recommended Course Preparation~~
   ~~**Subject** - ENG (English)~~
   ~~**Requisite Course** - ENG 1A - Critical Reading and Composition(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Summarize a thesis and main points;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Analyze main ideas;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Evaluate the validity and logic of the text's reasoning and support;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~

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

- ~~- Create a coherent position or argument based on reading;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Write multiple-paragraph papers that:~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Accurately and appropriately respond to a given assignment;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Develop a relevant, focused thesis;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Are well-organized and coherently move from coordinating to subordinating points;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Are well-developed with sufficient and relevant evidence;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Use standard American English correctly;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Recommended~~

Distance Education

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE

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

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

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

The work needed to complete this course can be done virtually. Shared and mutually agreed upon times can be arranged for the students to complete the assigned work for the course. Additionally, the content can be addressed through Canvas pages.

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

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

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

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

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  The instructor will ~~initiate interaction with~~ email students ~~to determine that they are accessing~~ weekly and ~~comprehending~~ respond ~~course material. The instructor will also participate regularly in course activities. Students will be encouraged by the instructor~~ promptly to ~~email questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible~~ students .
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~The~~ At ~~instructor~~ least ~~will regularly participate in discussions about academic content and will constantly provide worthwhile feedback, and will facilitate all of the discussions. For example, the instructor will monitor all the discussions and give 5-10 individual responses to discussion posts~~ one per ~~week~~ module .

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

  Frequency

  ~~The~~ Grading ~~instructor~~ rubrics will ~~provide~~ be ~~regular substantive~~ defined and ~~academic~~ completed ~~feedback~~ for ~~to~~ every ~~students on their assignments and other assessments. Students will know why they earned the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics~~ assignment .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

  Frequency

  ~~Regular academic announcements will be posted to the class. For example, the instructor will post at~~ At least one ~~academic announcement~~ per ~~week. To a lesser extent, the instructor will post announcements including information on when assignments are due, changes in the syllabus, exam schedules, etc~~ module .
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

  Frequency

  ~~The~~ When ~~instructor~~ requested ~~will~~ by ~~use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.~~
- ~~**Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*~~

  ~~Frequency~~

  ~~Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.~~
- ~~**Social networking:** *A social networking tool will be used to disseminate academic information and allow for*~~ *a student* ~~*comments.*~~

  ~~Frequency~~

  ~~A social networking tool will be used to disseminate academic information and allow for student comments~~ .
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*

  Frequency

  ~~The~~ When ~~telephone~~ requested ~~will~~ by ~~be used to interact with students individually to answer questions, review~~ a student ~~work, etc~~ .
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

  Frequency

  ~~Students~~ When ~~will~~ requested ~~come~~ by ~~to~~ a ~~campus during face-to-face office hours to discuss any facet of the course~~ student . ~~(hybrid courses only)~~
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

  Frequency

  ~~The~~ When ~~instructor~~ requested ~~will use chat to interact with students, textually and/or graphically, in real-time. The instructor will use~~ by a ~~chatroom to conduct virtual office hours~~ student .

Student-Student Interaction

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

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  Students ~~will~~ are ~~be encouraged~~ free to communicate through email ~~each~~ if ~~other~~ they ~~to ask questions about the course, including assignments~~ want .
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Students~~ At ~~will~~ least ~~post~~ one ~~to the discussion board in each~~ per module ~~, answering questions posed by the instructor. They will also reply to each others' postings. An example class discussion assignment is: Please provide constructive feedback to the written draft of the culture presentation~~ .
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Students~~ At ~~will~~ least ~~work in teams to complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment is: In your group, prepare a PowerPoint presentation on a topic of your choosing relating to intercultural communication..~~
- ~~**Blogs:** *Students will use blogs to discuss topics in the course.*~~
  ~~**Frequency**~~
  ~~Students will use blogs to discuss topics in the course. They will also use blogs in a writing assignment in which groups collaborate to write a paper. An example assignment is: Please post to the blog potential topics you will use for your assignment.~~
- ~~**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*~~
  ~~**Frequency**~~
  ~~As additions are made to the group discussion board, students will use the class chatroom to discuss their~~ one group project ~~in~~ that ~~real-time.~~
- requires **Peer-editing/critiquing:** ~~*Students will complete peer-editing assignments.*~~
  ~~**Frequency**~~
  ~~Students will complete a peer-editing assignment. They will edit another student's paper and give feedback directly on the document. An example assignment is: Please provide constructive feedback directly~~ students to ~~the submitted term paper document. Students will use this feedback as a final edit before submitting their final draft.~~
- ~~**Social networking:** *A social network tool will be used so students can*~~ *communicate* ~~*on*~~ *with* ~~*course*~~ *each* ~~*topics.*~~
  ~~**Frequency**~~
  ~~A social network tool will be used so everyone can communicate on any topic.~~
- ~~**Wikis:** *Students will use wikis to work collaboratively.*~~
  ~~**Frequency**~~

~~Students will use wikis to work collaboratively on a project or paper. An example assignment is: For your final group presentation, use the wiki to add and edit content~~ other .

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  Students ~~will~~ to ~~interact~~ meet ~~in~~ for ~~real~~ the ~~time~~ group ~~with~~ project ~~each~~ as ~~other~~ many times as needed to ~~discuss~~ complete ~~course~~ the ~~work~~ assignment .

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  ~~Each module will contain at~~ At least one ~~class discussion relating to the topic(s) of the~~ per module ~~. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is: Please share information about yourself. This could include hobbies, music tastes, favorite foods, etc. You are then required to find someone who shares a common interest and respond to that post indicating as much~~ .
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  ~~There will be at~~ At least one group project ~~during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. An example assignment is: Together with your group, you are assigned to choose a topic related to intercultural communication. You will then develop a presentation that will be shared in the discussion board. Students will then provide feedback to your written presentation~~ .
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  ~~Papers~~ At ~~will~~ least ~~be~~ one ~~written~~ per ~~on various topics. Prior to students submitting their work, papers will be checked by an anti plagiarism service to ensure that no plagiarism is involved. There will be short papers on: creating a series of potential openings to your presentation. There will be a term paper on the proper use of research in academic projects~~ semester .
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  ~~Students~~ At ~~will~~ least ~~use~~ one ~~the~~ per ~~Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that~~

~~no plagiarism is involved. An example research assignment is: Please use the library databases to locate academic research on your topic. You must find a minimum of 5 sources~~ semester .

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

  Frequency

  ~~Quizzes~~ Chapter ~~will~~ quizzes ~~be used in~~ for each ~~module~~ chapter ~~to~~ or ~~make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is: Please describe what an individualistic culture is and provide an example of one.~~

- ~~**Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*~~

  ~~**Frequency**~~

  ~~Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the~~ a midterm and a final exam ~~. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback~~ .

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

  Frequency

  Written lecture material will be ~~divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be~~ posted ~~on~~ for ~~the topic of: Research. PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each~~ every module ~~will contain one such presentation that covers the main points of the module. These will be close captioned. An example presentation will cover: The differences between individualistic and collectivistic cultures~~ .

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

  Frequency

  ~~Video~~ Videos will be ~~used~~ included ~~to~~ on ~~demonstrate~~ module ~~procedures and to help students visualize concepts~~ pages . ~~These~~ No ~~clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. The instructor will use videos in multiple ways such as: 1. Pose a question at the beginning of the video to give students an idea of what to expect, what to look for, and what might be worth thinking about; 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole- class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each. All videos will be close captioned~~ minimum .

- ~~**Brainstorming**~~ **Student presentations :** ~~*Brainstorming*~~ *Students will* ~~*be*~~ *prepare* ~~*used*~~ *and to present* ~~*promote*~~ *on* ~~*creative*~~ *a* ~~*thinking*~~ *topic being studied* .

  Frequency

  ~~Brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. An example brainstorming activity will~~

~~be:Brainstorm different methods for opening/beginning your presentation. Come up with at~~ At least ~~5~~ one ~~different~~ per ~~options.~~

- ~~-~~ **~~Blogs:~~** ~~-~~ ~~*Students will use blogs to discuss course content.*~~
  ~~**Frequency**~~ ~~-~~
  ~~Students will use blogs to discuss topics in the course. An example assignment is: Please use the blog to submit a list of potential topics that can be used in this class.~~
- ~~-~~ **~~Other:~~** ~~-~~
  ~~**Frequency**~~ ~~-~~
  ~~Students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is: Deliver a presentation about haptics in high context cultures not to exceed 5 minutes in length~~ semester .

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Textbook

1. **Title** An Introduction to Intercultural Communication: Identities in a Global Community
   Edition ~~8th~~ 9th
   Year ~~2016~~ 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Most recent edition.
2. **Title** Intercultural Communication: A Peacebuiling Perspective
   Edition ~~1st~~ 2nd
   Year ~~2015~~ 2024
3. **Title** Experiencing Intercultural Communication: An Introduction.
   Edition ~~5th~~ 7th
   Year ~~2013~~ 2021
4. **Title** Communication Between Cultures
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~-~~ Most recent edition
5. **Author(s)** Myron W. Lusting, Jolene Koester , Rona Halualani
   Title Intercultural Competence : Interpersonal Communication
   Edition ~~7th~~ 8th
   Year ~~2013~~ 2021

OER

1. **Author(s)** _ Shannon Ahrndt
   Title _ Intercultural Commuication
   Edition _
   Publisher _ Open Educational Resources Collection
   URL _ https://irl.umsl.edu/oer/24/
   Year _ 2020
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No

2. **Author(s)** _ Karen Krumrey
   Title _ Intercultural Communication for the Community College
   Edition _ 2nd
   Publisher _ Open Oregon Educational Resources
   URL _ https://open.umn.edu/opentextbooks/textbooks/1271
   Year _ 2022
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No

Codes and Dates

Course Codes

Origination Date

~~10~~ 11 / ~~16~~ 01 / ~~2018~~ 2024

Parent Course

CMST 11 - Intercultural Communication

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~
- State Approval

  ~~01/24/2019~~
- CC Approval

  ~~11/19/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Communication Studies 11
Intercultural Communication

Effective: Fall 2025

Catalog Description:

CMST 11 - Intercultural Communication
3.00 Units

Introduction to intercultural communication in domestic and/or global contexts. Influence of cultures, languages, and social patterns on how members of groups relate among themselves and with members of different ethnic and cultural groups. Theory, knowledge, appreciation, practical application and comparison of effective communication among diverse groups of people from different domestic and international cultures.

Course Grading: Letter Grade Only

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

Discipline:

Communication Studies

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 basic communication process;
B. Recognize and articulate how core values, worldview, and communication patterns shape cultural and individual identity;
C. Identify the components of culture and communication and their interrelationship;
D. Explain how culture influences verbal and nonverbal communication;
E. Identify and explain the social and psychological variables of culture and its expression;
F. Discuss the diverse ways of thinking, perceptions and interpretations;
G. Compare and contrast intercultural communication strategies in various contexts;

H. Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism;
I. Identify elements of common ground among diverse cultures;
J. Recognize and assess different communication and cultural patterns and their synergetic affects on each other.

Course Content:

1. Components of communication
    1. Language
    2. Nonverbal codes
    3. Perception
    4. Competencies
2. Theories and principles of intercultural communication
3. Components of culture
    1. Worldview
    2. Core values/beliefs
    3. Norms and roles
    4. Assimilation and enculturation
    5. Ethics and morals
4. Cultural similarities and differences in American/Western and non-Western contexts
    1. Gender (culturally variable)
    2. Asian-American (non-Western based)
    3. American-Latino/a (non-Western based, with Western influences)
    4. African-American (Western Based)
5. Historical and cultural influences on distinct communication styles
    1. Gender historical influences
    2. Asian-American historical influences
    3. American Latino/a historical influences
    4. African-American historical influences
6. Political, economic, and social interdependence between Western and non-Western cultures
7. Intracultural communication
    1. Co-cultures
    2. Assimilation and segregation
8. Intercultural communication
    1. Verbal and nonverbal communication
    2. Intercultural communication competence skills
9. Barriers to intercultural communication
    1. Ethnocentrism
    2. Stereotyping
    3. Prejudice
    4. Discrimination
    5. Power
    6. Culture shock
    7. Racism

10. Social and psychological variables
    1. High context/low context
    2. Individualism/collectivism
    3. Power distance
    4. The relationship between humans and nature
    5. Similarities and differences in communication patterns

Methods of Instruction:

1. Student Presentations - Group and/or individual speech.
2. Projects - Group presentation.
3. Discussion - Facilitate whole class discussion.
4. Classroom Activity - In Class group activities
5. Simulations - Role-playing situations
6. Lecture - Instructor delivery of course content.
7. Audio-visual Activity - Instructional videos
8. Written Exercises - Journal and/or written papers.

Typical Assignments

A. Writing:
    1. Analysis Paper:
        1. Write an analysis of conflict and conflict resolution using the mass media (TV, film, etc.) as a source. Choose a specific confilct and discuss its various stages according to conflict resolution theories we have been studying.

B. Project:
    1. Individual Project:
        1. Research a subculture different from your own and find out its main values, language base, nonverbal communication examples, values, and background. How is your own culture similar or dissimilar? Present the subculture as an oral presentation for the class.

C. Writing:
    1. Interview/Paper:
        1. Review scholarly literature regarding the student’s ethnic history. Then compare and contrast that history with a family member’s version of history. Relate this to issues of identity.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. one midterm and one final exam

B. Research Projects
    1. minimum of one

C. Oral Presentation
    1. minimum of one

D. Group Projects
    1. minimum of one

E. Class Participation
    1. weekly class activities

Student Learning Outcomes

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

A. Demonstrate an ability to effectively communicate in a culture other than their own.

Textbooks (Typical):

OER:

1. Shannon Ahrndt *Intercultural Commuication.*, Open Educational Resources Collection, 2020. https://irl.umsl.edu/oer/24/.
2. Karen Krumrey *Intercultural Communication for the Community College*. 2nd /e, Open Oregon Educational Resources, 2022. https://open.umn.edu/opentextbooks/textbooks/1271.

Textbook:

1. Fred E. Jandt *An Introduction to Intercultural Communication: Identities in a Global Community* . 9th ed., Sage Publishing, 2017.
2. Martin S. Remland *Intercultural Communication: A Peacebuiling Perspective*. 2nd ed., Waveland Press, Inc., 2024.
3. Martin, Judith N, and Thomas K Nakayama, *Experiencing Intercultural Communication: An Introduction*. . 7th ed., McGraw-Hill, 2021.
4. Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy *Communication Between Cultures*. 9th ed., Cengage, 2017.
5. Myron W. Lusting, Jolene Koester, Rona Halualani *Intercultural Competence: Interpersonal Communication*. 8th ed., Pearson, 2021.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: CMST 46 - Argumentation and Debate

Course Modification: CMST 46 - Argumentation and Debate (Launched - Implemented 11-04-2024)
compared with
CMST 46 - Argumentation and Debate (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Catalog Description
Methods of critical inquiry and advocacy of contemporary moral, political, economic, and philosophical issues in a diverse multicultural and democratic society. Identifying fallacies in reasoning and language, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments in public discourse to a live audience . Analysis, presentation, and evaluation of oral and written arguments.

Units/Hours

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

Course Objectives

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

1. **Objective Text** Debate in a public setting using ethical communication including truthfulness, accuracy, honesty, and reason
2. **Objective Text** demonstrating rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility
3. **Objective Text** Discuss the theoretical foundations of rhetoric and the Aristotelian proofs of ethos, pathos, and logos.
4. **Objective Text** Describe the reasoning process and implement skills in utilizing various methods of reasoning;
5. **Group Title** ~~Analyze~~ Employ effective research skills;
6. **Group Title** Conceptualizing and effectively use compelling arguments in support of a guiding thesis and organizational pattern appropriate for the ~~usefulness~~ audience, occasion, and ~~limitations~~ across a variety of ~~the~~ contexts ~~argumentation~~ and ~~process~~ debate types
7. **Group Title** Critically evaluate and use sound reasoning and evidence from credible, accurate and relevant sources in debates ;
8. **Group Title** Classify the different components of the argumentation process and recognize how the parts interact and react to one another;
9. **Group Title** Recognize, create, define and analyze propositions;
10. **Group Title** ~~Critically evaluate reasoning and evidence;~~
11. ~~**Group Title** - Discover, evaluate and incorporate evidence in argumentation;~~
12. ~~**Group Title** - Describe the reasoning process and implement skills in utilizing various methods of reasoning;~~
13. ~~**Group Title** -~~ Analyze, advocate, and criticize ideas, especially through the process of debate;
14. **Group Title** Recognize fallacies of reasoning and argue ethically;
15. **Group Title** ~~Employ effective research skills;~~
16. ~~**Group Title** -~~ Practice the use of critical thinking skills in oral ~~and~~ debates ~~written~~ through ~~communication~~ a variety of well-prepared, faculty supervised, faculty-evaluated debates delivered to a live audience (one to many) ;

17. **Group Title** Apply effective delivery skills in debate settings (language use, non-verbal presentation, vocal ~~deliver~~ delivery);
18. **Objective Text**
    Listening critically to provide constructive criticism to peers
19. **Group Title** ~~Write~~ Apply ~~a~~ rhetorical ~~policy~~ principles ~~proposition~~ to ~~proposal.~~ analyze historical and contemporary debates

Course Content

Lecture Content

1. Examination of the nature of argumentation
    1. Historical development of argumentation
    2. The usefulness of argumentation
    3. The limitations of argumentation
    4. Ethical standards in argumentation
        1. Rhetorical sensitivity
        2. Diversity in debate opponent and audience
        3. Honesty, truthfulness, accuracy and reason
2. Methods of critical inquiry and reasoning
    1. Presumption
    2. Burden of proof
    3. The prima facie case
    4. The model of an argument
        1. Claims
        2. Grounds
        3. Warrants
        4. Backing
        5. Qualifiers
        6. Rebuttals

3. Classification of propositions
    1. Propositions of fact
    2. Propositions of value
    3. Propositions of policy
4. Advocacy and argumentation techniques
    1. Audience analysis
    2. Critical Listening
    3. Language choice and style
    4. Delivery techniques
    5. Building credibility with an audience
5. Research skills, analysis, and evaluation of evidence and sources
    1. The discovery of evidence
    2. Research techniques
    3. Types of evidence
    4. Tests of evidence
6. Reasoning in argumentation
    1. Argument from cause
    2. Argument from sign
    3. Argument from generalization
    4. Argument from parallel case
    5. Argument from analogy
    6. Argument from authority

7. Logical fallacies and ethical arguments
    1. Fallacies in reasoning
    2. Fallacies in research
    3. Fallacies of appeal
    4. Fallacies in language
8. Advocacy and argumentation techniques
    1. Audience analysis
    2. Language choice and style
    3. Delivery techniques
        1. Verbal delivery
        2. Nonverbal delivery
        3. Language usage
    4. Building credibility with an audience
        1. Aristotelian proofs of ethos, pathos, and logos
9. Critical analysis of discourse
10. Instruction of different debate formats
    1. International Public debate
    2. Parliamentary debate
    3. Lincoln-Douglas debate
11. Analysis, presentation, and evaluation of oral and written arguments
    1. Effectiveness of organization
    2. Effectiveness of delivery

3. Effectiveness of argumentation

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  In-class ~~debates~~ group activities (peer-to-peer teaching)
- Critique
  Comments
  Critique by faculty and students of classroom debates
- Demonstration
  Comments
  ~~Demonstration~~ Demonstrations of debates in person or on video
- Discussion
  Comments
  Group ~~discussion~~
- ~~Guest Lecturers~~
  ~~**Comments**~~
  discussions
- Lecture
  Comments
  Instructor delivery of course content
- Observation
  Comments
  Critique of live debates
- Student Presentations
  Comments
  At least 3 oral presentation/debates

Other ~~Yes~~ No

Equity Based Curriculum

- DE Course Interaction
  ~~**Explain**~~ **Address**
  ~~Communication~~ Virtual ~~activities~~ learning provides equity access to education for those that can not attend a face to face class with regularity.
- Measurable Objectives
  ~~**Explain**~~ **Address**
  ~~Test/quizzes~~ The objective "Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason." is written and will be evaluated by faculty.
- Methods of Instruction
  Address
  Instruction for this course will include varying methods of delivering information including but not limited to lecture, posted (written) lecture notes, videos, peer instruction through group work.
- Methods of Evaluation
  Address

This course uses a variety of assessment methods including but not limited to oral presentation, written assessment, group presentation, and testing.

- Typical Texts

Address

Instructors will have the option to choose OER (free to students) textbooks.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   1. ~~Oral~~ Lincoln-Douglas ~~Presentation~~ Debate :

      1. ~~Create~~ Students will research the assigned Lincoln-Douglas debate topic and ~~then~~ debate ~~present~~ with ~~orally~~ another ~~to the class a 5 - 7 minutes argumentative speech using Monroe's Motivated Sequence. Incorporate a minimum of five source citations.~~

   2. ~~Proposition Paper:~~

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

   3. Debate:

      1. "_____should be the next President of the United States of America." The entire class will have 45 minutes to debate this statement with speakers being allotted 3-minute speaking intervals. Come to class able to speak to either side of this statement and be prepared and able to react/respond to the debate as it develops around you.

   4. Oral Presentation:

      1. Create and then present orally to the class a 5 - 7 minutes argumentative speech using a persuasive structure. Incorporate a minimum of five source citations.

2. **Assignment Type** Writing
   Add Assignment

   1. Proposition Paper:

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

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of CMST 46, the student should be able to critically~~ Critically analyze an argument.
2. **Outcome Text**
   ~~Upon completion of CMST 46, the student should be able to develop~~ Develop and deliver an argument.

Requisites/Requisite Validation

~~**Requisites**~~

1. ~~**Requisite Type**~~ - ~~Recommended Course Preparation~~
   ~~**Subject**~~ - ~~ENG (English)~~
   ~~**Requisite Course**~~ - ~~ENG 1A - Critical Reading and Composition(Historical)~~
   ~~**Non Course Requirements**~~ -
   ~~**Min Grade**~~ - ~~C~~
   ~~**Comments**~~ -
   ~~**Requisite Validation**~~ - ~~Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
     ~~**Degree of Importance**~~ - ~~Recommended~~
   - ~~- Summarize a thesis and main points;~~
     ~~**Degree of Importance**~~ - ~~Recommended~~
   - ~~- Analyze main ideas;~~
     ~~**Degree of Importance**~~ - ~~Recommended~~
   - ~~- Evaluate the validity and logic of the text's reasoning and support;~~
     ~~**Degree of Importance**~~ - ~~Recommended~~
   - ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~
     ~~**Degree of Importance**~~ - ~~Recommended~~
   - ~~- Create a coherent position or argument based on reading;~~
     ~~**Degree of Importance**~~ - ~~Recommended~~
   - ~~- Write multiple-paragraph papers that:~~
     ~~**Degree of Importance**~~ - ~~Not Necessary~~
   - ~~- Accurately and appropriately respond to a given assignment;~~
     ~~**Degree of Importance**~~ - ~~Not Necessary~~
   - ~~- Develop a relevant, focused thesis;~~
     ~~**Degree of Importance**~~ - ~~Not Necessary~~
   - ~~- Are well-organized and coherently move from coordinating to subordinating points;~~
     ~~**Degree of Importance**~~ - ~~Not Necessary~~
   - ~~- Are well-developed with sufficient and relevant evidence;~~
     ~~**Degree of Importance**~~ - ~~Not Necessary~~
   - ~~- Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~
     ~~**Degree of Importance**~~ - ~~Not Necessary~~
   - ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
     ~~**Degree of Importance**~~ - ~~Not Necessary~~
   - ~~- Use standard American English correctly;~~

~~Degree of Importance - Not Necessary~~

- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~Degree of Importance - Not Necessary~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~Degree of Importance - Not Necessary~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~Degree of Importance - Not Necessary~~
- ~~- Document sources in an academically responsible way.~~
  ~~Degree of Importance - Not Necessary~~

Catalog View ~~**Recommended Course Preparation:**~~ ~~ENG 1A with a minimum grade of C~~ -

Methods of Evaluation

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

- Research Projects
  Frequency
  At least 2 researched based oral presentations.
- Papers
  Frequency
  minimum of one ~~to~~ paper ~~two~~ research paper including written preparation of debates
- Oral Presentation
  Frequency
  ~~one~~ At ~~persuasive~~ least ~~speech~~ 3 oral presentation of varying types of individual and group debates
- Class Participation
  Frequency
  weekly class activities

Other ~~Yes~~ No
Please Explain

~~two to four debates~~

Distance Education

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

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

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

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

The work needed to complete this course can be done virtually. Shared and mutually agreed upon times can be arranged for the students to complete the assigned work for the course. Additionally, the content can be addressed through Canvas pages.

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes
The content identified in the course outline of record can be presented effectively and with the same degree of rigor. ~~No~~ Yes
A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor. ~~No~~ Yes
The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency

The instructor will ~~initiate interaction with~~ email students ~~to determine that they are accessing~~ weekly and ~~comprehending~~ respond ~~course material. The instructor will also participate regularly in course activities. Students will be encouraged by the instructor~~ promptly to ~~email questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible~~ students .

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~The~~ At ~~instructor~~ least ~~will regularly participate in discussions about academic content and will constantly provide worthwhile feedback, and will facilitate all of the discussions. For example, the instructor will monitor all the discussions and give 5-10 individual responses to discussion posts~~ one per ~~week~~ module .
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  ~~The~~ Grading ~~instructor~~ rubrics will ~~provide~~ be ~~regular substantive~~ defined and ~~academic~~ completed ~~feedback~~ for ~~to~~ every ~~students on their assignments and other assessments. Students will know why they earned the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics~~ assignment .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Regular academic announcements will be posted to the class. For example, the instructor will post at~~ At least one ~~academic announcement~~ per ~~week. To a lesser extent, the instructor will post announcements including information on when assignments are due, changes in the syllabus, exam schedules, etc~~ module .
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  ~~The~~ When ~~instructor~~ requested ~~will~~ by ~~use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.~~
- ~~**Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*~~
  ~~**Frequency**~~
  ~~Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.~~
- ~~**Social networking:** *A social networking tool will be used to disseminate academic information and allow for*~~ *a student ~~comments.~~*
  ~~**Frequency**~~
  ~~A social networking tool will be used to disseminate academic information and allow for student comments~~ .
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency
  ~~The~~ When ~~telephone~~ requested ~~will~~ by ~~be used to interact with students individually to answer questions, review~~ a student ~~work, etc~~ .
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  ~~Students~~ When ~~will~~ requested ~~come~~ by ~~to~~ a ~~campus during face-to-face office hours to discuss any facet of the course~~ student . ~~(hybrid courses only)~~
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  ~~The~~ When ~~instructor~~ requested ~~will use chat to interact with students, textually and/or graphically, in real-time. The instructor will use~~ by a ~~chatroom to conduct virtual office hours~~ student .

Student-Student Interaction

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

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

Students ~~will~~ are ~~be encouraged~~ free to communicate through email ~~each~~ if ~~other~~ they ~~to ask questions about the course, including assignments~~ want .

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Students~~ At ~~will~~ least ~~post~~ one ~~to the discussion board in each~~ per module ~~, answering questions posed by the instructor. They will also reply to each others' postings. An example class discussion assignment is: Please provide constructive feedback to the persuasion speech. Be sure to write two things that the speaker did well and write two things the speaker did not do well~~ .
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Students~~ At ~~will~~ least ~~work~~ one ~~in~~ group ~~teams~~ debate that requires students to ~~complete a group project. This project will then be shared~~ communicate with ~~the~~ each ~~rest of the class in the discussion board. An example assignment is: In your group, prepare a PowerPoint presentation using Monroe's Motivated Sequence.~~
- ~~**Blogs:** *Students will use blogs to discuss topics in the course.*~~
  ~~**Frequency**~~
  ~~Students will use blogs to discuss topics in the course. They will also use blogs in a writing assignment in which groups collaborate to write a paper. An example assignment is: Please post to the blog potential arguments you will use for your assignment.~~
- ~~**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*~~
  ~~**Frequency**~~
  ~~As additions are made to the group discussion board, students will use the class chatroom to discuss their group project in real-time~~ other .
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  ~~Students~~ At ~~will~~ least ~~complete~~ one ~~a~~ per ~~peer-editing assignment. They will edit another student's paper and give feedback directly on the document. An example assignment is: Please provide constructive feedback directly to the submitted term paper document. Students will use this feedback as a final edit before submitting their final draft.~~
- ~~**Social networking:** *A social network tool will be used so students can communicate on course topics.*~~
  ~~**Frequency**~~
  ~~A social network tool will be used so everyone can communicate on any topic.~~
- ~~**Wikis:** *Students will use wikis to work collaboratively.*~~
  ~~**Frequency**~~
  ~~Students will use wikis to work collaboratively on a project or paper. An example assignment is: For your final debate presentation, use the wiki to add and edit content~~ semester .
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  Students ~~will~~ to ~~interact~~ meet ~~in~~ for ~~real~~ the ~~time~~ group ~~with~~ debate ~~each~~ as ~~other~~ many times as needed to ~~discuss~~ complete ~~course~~ the ~~work~~ assignment .

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  ~~Each module will contain at~~ At least one ~~class discussion relating to the topic(s) of the~~ per module ~~. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is: Please share information about yourself. This could include hobbies, music tastes, favorite foods, etc. You are then required to find someone who shares a common interest and respond to that post indicating as much~~ .
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency

~~There will be at~~ At least one group ~~project during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. An example assignment is: Together with your group, you are assigned to choose a topic related to current world events. You will then develop a constructive speech that will be shared in the discussion board. Students will then provide feedback to the written portion of the presentation~~ debate .

- **Written papers:** *Papers will be written on various topics.*
  Frequency
  ~~Papers~~ At ~~will~~ least ~~be~~ one ~~written~~ per ~~on various topics. Prior to students submitting their work, papers will be checked by an anti plagiarism service to ensure that no plagiarism is involved. There will be short papers on: creating a series of potential openings to your presentation. There will be a term paper on the proper use of research in academic projects~~ semester .
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  ~~Students~~ At ~~will~~ least ~~use~~ one ~~the~~ per ~~Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. An example research assignment is: Please use the library databases to locate academic research on your topic. You must find a minimum of 5 sources~~ semester .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~Quizzes~~ Chapter ~~will~~ quizzes ~~be used in~~ for each ~~module~~ chapter ~~to~~ or ~~make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is: Please list the 5 steps to Monroe's Motivated Sequence in order.~~
- ~~**Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*~~
  ~~Frequency~~
  ~~Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the~~ a midterm and a final exam ~~. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback~~ .
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Written lecture material will be ~~divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be~~ posted ~~on~~ for ~~the topic of: Research. PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each~~ every module ~~will contain one such presentation that covers the main points of the module. These will be close captioned. An example presentation will cover: The multiple parts of delivery, including but not limited to nonverbal and verbal delivery~~ .
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  ~~Video~~ Videos will be ~~used~~ included ~~to~~ on ~~demonstrate~~ module ~~procedures and to help students visualize concepts~~ pages .
  ~~These~~ No ~~clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. The instructor will use videos in multiple ways such as: 1. Pose a question at the beginning of the video to give students an idea of what to expect, what to look for, and what might be worth thinking about; 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole- class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each. All videos will be close captioned.~~
- ~~**Brainstorming:** *Brainstorming will be used to promote creative thinking.*~~
  ~~Frequency~~
  ~~Brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. An example brainstorming activity will be:Brainstorm different methods for opening/beginning your presentation. Come up with at least 5 different options.~~
- ~~**Blogs:** *Students will use blogs to discuss course content.*~~
  ~~Frequency~~
  ~~Students will use blogs to discuss topics in the course. An example assignment is: Please use the blog to submit a list of potential debate topics that you would like to do in this class~~ minimum .
- **Debates:** *Debates will be used to expand upon both sides of an argument.*

Frequency

~~Debates~~ At ~~will~~ least ~~be~~ two ~~used~~ per ~~to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply will acknowledge a point made by a student and will respectfully refute it, citing factual sources. Debates will take place in the discussion board. An example debate is: Each pair of students will be assigned a current topic. You will post your arguments in the discussion board. An example topic will be the government needs to do more financially to help with socialized healthcare~~ semester .

- ~~**Other**~~ **Student presentations :**
  ~~***Frequency***~~ -
  Students will prepare ~~;~~ and present ~~, a mini-lecture~~ on a topic being studied.
  Frequency ~~These~~
  At ~~presentations~~ least ~~can~~ one ~~be in the form of online presentations or web sites~~ speech and ~~will~~ 2 ~~be posted in the discussion board for other students to view, question, and discuss. An example activity is: Deliver a persuasive presentation not to exceed 7 minutes in length~~ debates .

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Textbook

1. **Title** The Well-Crafted Argument
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
2. ~~**Author(s)** - Reinard, John,~~
   ~~**Title** - Foundations of Argumentation and Critical Thinking: A Modern Approach~~
   ~~**Edition** - 1st~~
   ~~**Publisher** - Sage Publications~~
   ~~**Year** - 2015~~
   ~~**Rationale for textbook older than 5 years. (**~~ **Most recent edition ~~, considered classic, etc.)~~ -**
   ~~-~~
3. **Author(s)** Govier, Trudy,
   Title A Practical Study of Argument
   Edition 7th
   Publisher ~~Wadsworth Publishing Company~~ Cengage
   Year ~~2013~~ 2014
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~-~~ Most recent edition
4. **Author(s)** Rottenbert, Annette,
   Title The Structure of Argument
   Edition ~~8th~~ 10th
   Publisher ~~Bedford/St.~~ Macmillan ~~Martin's~~ Learning
   Year _ 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~-~~
5. **Author(s)** Austin J. Freeley, ~~Austin,~~ David L. Steinberg
   Title Argumentation and Debate
   Edition 13th
   Publisher ~~Wadsworth Publishing Company~~
   ~~**Year** - 2013~~ Cengage
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~-~~ Most recent edition
6. **Author(s)** James A. Herrick
   Title Argumentation: Understanding and Shaping Arguments
   Edition ~~6th~~ 7th
   Publisher Strata Publishing Inc.
   ~~**ISBN-13** -~~
   Year ~~2019~~ 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

OER

1. **Author(s)** _ Anna Mills
   Title _ How Arguments Work: A Guide to Writing and Analyzing Texts in College
   Edition _
   Publisher _ LibreTexts
   URL _ https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills)
   Year _ 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
2. **Author(s)** _ Craig DeLancey
   Title _ A Concise Introduction to Logic
   Edition _
   Publisher _ SUNY Oswego
   URL _ https://milnepublishing.geneseo.edu/concise-introduction-to-logic/
   Year _ 2017
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Most recent edition
   Or Equivalent _ No
3. **Author(s)** _ Jim Marteney
   Title _ Arguing Using Critical Thinking
   Edition _
   Publisher _ LibreTexts
   URL
   _ https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_(Marteney)
   Year _ 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- _ 1C - Oral Communication
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID COMM 120
Already approved unsubstantial change Yes

- _ 1B - Oral Communication and Critical Thinking
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes
Origination Date
~~10~~ 09 / ~~16~~ 12 / ~~2018~~ 2024

Parent Course

CMST 46 - Argumentation and Debate

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/24/2019~~

- CC Approval

  ~~11/19/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Communication Studies 46
Argumentation and Debate
Effective: Fall 2025

Catalog Description:

CMST 46 - Argumentation and Debate
3.00 Units

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

Course Grading: Optional

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

Discipline:

Communication Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Debate in a public setting using ethical communication including truthfulness, accuracy, honesty, and reason
B. demonstrating rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility
C. Discuss the theoretical foundations of rhetoric and the Aristotelian proofs of ethos, pathos, and logos.
D. Describe the reasoning process and implement skills in utilizing various methods of reasoning;
E. Employ effective research skills;
F. Conceptualizing and effectively use compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts and

debate types

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

Course Content:

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

5. Research skills, analysis, and evaluation of evidence and sources
    1. The discovery of evidence
    2. Research techniques
    3. Types of evidence
    4. Tests of evidence
6. Reasoning in argumentation
    1. Argument from cause
    2. Argument from sign
    3. Argument from generalization
    4. Argument from parallel case
    5. Argument from analogy
    6. Argument from authority
7. Logical fallacies and ethical arguments
    1. Fallacies in reasoning
    2. Fallacies in research
    3. Fallacies of appeal
    4. Fallacies in language
8. Advocacy and argumentation techniques
    1. Audience analysis
    2. Language choice and style
    3. Delivery techniques
        1. Verbal delivery
        2. Nonverbal delivery
        3. Language usage
    4. Building credibility with an audience
        1. Aristotelian proofs of ethos, pathos, and logos
9. Critical analysis of discourse
10. Instruction of different debate formats
    1. International Public debate
    2. Parliamentary debate
    3. Lincoln-Douglas debate
11. Analysis, presentation, and evaluation of oral and written arguments
    1. Effectiveness of organization
    2. Effectiveness of delivery
    3. Effectiveness of argumentation

Methods of Instruction:

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

Typical Assignments

A. Project:
    1. Lincoln-Douglas Debate: Students will research the assigned Lincoln-Douglas debate topic and debate with another student in the class. They will follow the format of this style of debate.
    2. Debate:
        1. "_____should be the next President of the United States of America." The entire class will have 45 minutes to debate this statement with speakers being allotted 3-minute speaking intervals. Come to class able to speak to either side of this statement and be prepared and able to react/respond to the debate as it develops around you.
    3. Oral Presentation:
        1. Create and then present orally to the class a 5 - 7 minutes argumentative speech using a persuasive structure. Incorporate a minimum of five source citations.
B. Writing:
    1. Proposition Paper:
        1. Write and submit a typed 7 - 9 page policy proposition advocating a change in the status quo. Address all three stock issues. Include all necessary definitional explanations to support your proposition and identify a clear weighing mechanism for audience acceptance. Incorporate a minimum of 10 source citations.

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

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

Textbooks (Typical):

OER:

1. Anna Mills *How Arguments Work: A Guide to Writing and Analyzing Texts in College.*, LibreTexts, 2024. https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills).

2. Craig DeLancey *A Concise Introduction to Logic.*, SUNY Oswego, 2017. https://milnepublishing.geneseo.edu/concise-introduction-to-logic/.
3. Jim Marteney *Arguing Using Critical Thinking.*, LibreTexts, 2024. https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_(Marteney).

Textbook:

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

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: CNT 55 - Windows Server Installation, Storage, and Compute

Course Modification: CNT 55 - Windows Server Installation, Storage, and Compute (Launched - Implemented 11-05-2024)

compared with

CNT 55 - MCSA I Windows Server Installation, Storage, and Compute (Active - Implemented 08-15-2019)

Cover

Course Title ~~MCSA I~~ Windows Server Installation, Storage, and Compute

Effective Term Fall ~~2019~~ 2025

Catalog Description

This course prepares students for the Microsoft's Examination AZ-800 : ~~Installation, Storage and Compute with~~ Administering Windows Server Hybrid Core Infrastructure , which is the first of ~~three~~ two exams a student must pass to obtain a ~~MCSA (~~ Microsoft Certified ~~Solutions Associate) Certification.~~

~~By passing this exam, one become a Microsoft Certified Professional (MCP) and gains access to MCP benefits.~~

~~The MCSA~~ : Windows Server Hybrid Administrator Associate Certification. The certification qualifies its holder for a position as a network or computer systems administrator or as a computer network specialist. The topics include installation, storage, and compute features and functionality available in the current Windows Server, Nano Server, images for deployment, storage solutions, data deduplication, high availability, disaster recovery, storage spaces direct, and failover clustering solutions. Also covered: Hyper-V and containers..

Units/Hours

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

TOTALS

Calculations

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

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes

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

Credit-by-Industry-Recognized-Training ~~No~~ Yes

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

Exam AZ-800: Administering Windows Server Hybrid Core Infrastructure exam, or Microsoft Certified: Windows Server Hybrid Administrator Associate certification, or equivalent given by the Microsoft Corporation. Must be currently active.

Microsoft Certified: Windows Server Hybrid Administrator Associate certification can also receive credit for CNT 56.

Course Content

Lab Content

1. Install Windows Servers in Host and Compute Environments
    1. Install, upgrade, and migrate servers and workloads
    2. Install and configure Nano Server
    3. Create, manage, and maintain images for deployment
2. Implement Storage Solutions
    1. Configure disks and volumes
    2. Implement server storage
    3. Implement data deduplication
3. Implement Hyper-V
    1. Install and configure Hyper-V
    2. Configure virtual machine (VM) settings
    3. Configure Hyper-V storage
    4. Configure Hyper-V networking
4. Implement Windows Containers

1. Deploy Windows containers
2. Manage Windows containers

5. Implement High Availability

    1. Implement high availability and disaster recovery options in Hyper-V
    2. Implement failover clustering
    3. Implement Storage Spaces Direct
    4. Manage failover clustering
    5. Manage VM movement in clustered nodes
    6. Implement Network Load Balancing (NLB)

6. Maintain and Monitor Server Environments

    1. Maintain server installations
    2. Monitor server installations

Methods of Instruction

Check all that apply:

- ~~Demonstration~~
  ~~**Comments**~~ -
- - Lab
  Comments
- Simulation ~~Lecture~~
  ~~**Comments**~~ software
  is used for applying concepts learned.
- Simulations
  Comments

CompTIA/Testout Lab Sims are used for applying concepts learned.

Equity Based Curriculum

- Course Content
  Address
  Videos can be slowed down, closed-captioned, and transcribed.
  Retakes are allowed for Lab Simulation exercises.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading:~~

      1. Discuss Microsoft's Active Directory Services in relation to other industry standard network models for managing users and resources.
   2.

2. **Assignment Type** Writing :
   Add Assignment

   1. Choose one of the topics from a list of Internet technologies and write a one-page technical discussion of the subject

   1.

3. **Assignment Type** Project :
   Add Assignment

   1. Create an Active Directory Forest. Populate to the Organization Unit level with users and computers from the class.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of CNT 55, students will be able to install~~ Install , configure, secure, and troubleshoot Windows server in a domain environment.

~~Requisites/Requisite Validation~~

~~Requisites~~

1. ~~**Requisite Type** - Recommended Course Preparation~~
   ~~**Subject** - CNT (Computer Networking Technology)~~
   ~~**Requisite Course** - CNT 52 - Networking Fundamentals(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~- list and explain the layers of the OSI model and the TCP/IP Stack and desribe the roles of protocol layers in data networks;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- describe and differentiate the devices, protocols, and services used to support communications in data networks and the Internet;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- calculate both IPv4 and IP6 subnets, and segment a large network into smaller parts;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- design and assemble an Ethernet network and a wireless network, including routers, switches, and cables;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- explain Ethernet topologies, and relevant IEEE hardware and software specifications;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- describe the major functions of LAN hardware protocols such as Ethernet; and WAN protocols such as T-series, DSL, ATM, and Frame Relay;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- build a router and switch topology; and configure the devices to communicate with computers;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- compose CISCO command-line interface (CLI) commands to perform basic router and switch configration;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- identify the responsibilities of a LAN system administrator;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- draw typical network diagrams, using software tools such as Microsoft Visio;~~

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

- ~~monitor the network activity using monitoring tools to view packets and analyze traffic.~~
  ~~Degree of Importance~~ - ~~Not Necessary~~

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Textbooks/Materials

Textbook

1. **Author(s)** ~~Greg Tomsho~~
   ~~**Title**~~ William ~~MCSA Guide to Installation, Storage, and Compute with Microsoft Windows Server2016, Exam 70-740~~
   ~~**Edition**~~ - ~~1~~
   ~~**Publisher**~~ - ~~Cengage Learning~~
   ~~**ISBN-13**~~ -
   ~~**Year**~~ - ~~2018~~
2. ~~**Author(s)**~~ - ~~Craig Zacker~~
   ~~**Title**~~ - ~~Exam Ref 70-740 Installation, Storage and Compute with Windows Server 2016~~
   ~~**Edition**~~ - ~~1~~
   ~~**Publisher**~~ - ~~Microsoft Press~~
   ~~**ISBN-13**~~ -
   ~~**Year**~~ - ~~2018~~
3. ~~**Author(s)**~~ - ~~William~~ Panek
   Title ~~MCSA~~ MCA Windows Server ~~2016:~~ Hybrid ~~Exam~~ Administrator ~~70-740,~~ Complete ~~Exam~~ Study ~~70-741, Exam 70-742 and Composite Upgrade Exam 70-743~~ Guide
   Edition ~~2~~ 1st
   Publisher Sybex
   ISBN-13 978-1-394-15541-5
   Year ~~2018~~ 2023
4. **Author(s)** _ Testout
   Title _ Hybrid Server Pro: Core
   Edition _
   Publisher _ CompTIA
   ISBN-13 _ 978-1-935080-84-8
   Year _ 2024
5. **Author(s)** _ Greg Tomsho
   Title _ Microsoft Exam AZ-800: Guide to Administering Windows Server Hybrid Core Infrastructure

Edition 1st
Publisher Cengage
ISBN-13 9780357511800
Year 2024

General Education/Transfer Request

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

Codes and Dates

Course Codes

Originator ~~Daoud, Moh~~ Weichert, Jeffrey

Origination Date

~~08~~ 10 / ~~11~~ 31 / ~~2021~~ 2024

Parent Course

CNT 55 - MCSA I Windows Server Installation, Storage, and Compute

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~
- State Approval

  ~~01/24/2019~~
- CC Approval

  ~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Computer Networking Technology 55
Windows Server Installation, Storage, and Compute

Effective: Fall 2025

Catalog Description:

CNT 55 - Windows Server Installation, Storage, and Compute
3.00 Units

This course prepares students for the Microsoft's Examination AZ-800: Administering Windows Server Hybrid Core Infrastructure, which is the first of two exams a student must pass to obtain a Microsoft Certified: Windows Server Hybrid Administrator Associate Certification. The certification qualifies its holder for a position as a network or computer systems administrator or as a computer network specialist. The topics include installation, storage, and compute features and functionality available in the current Windows Server, Nano Server, images for deployment, storage solutions, data deduplication, high availability, disaster recovery, storage spaces direct, and failover clustering solutions. Also covered: Hyper-V and containers..

Course Grading: Optional

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

Discipline:

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. Install and Configure Servers, Local Storage, and File & Share Access
B. Configure Print and Document Services
C. Configure Servers for Remote Management
D. Create and Configuring Virtual Machine Settings, Storage, and Virtual Networks
E. Configure IPv4 and IPv6 Addressing

F. Deploy and Configuring the DHCP and DNS Services
G. Install Domain Controllers with Active Directory
H. Create and Managing Active Directory Users, Groups and Organizational Units
I. Create Group Policy Objects, Security Policies, and Application Restriction Policies
J. Configure Windows Firewall

Course Content:

Lab:

1. Install Windows Servers in Host and Compute Environments
    1. Install, upgrade, and migrate servers and workloads
    2. Install and configure Nano Server
    3. Create, manage, and maintain images for deployment
2. Implement Storage Solutions
    1. Configure disks and volumes
    2. Implement server storage
    3. Implement data deduplication
3. Implement Hyper-V
    1. Install and configure Hyper-V
    2. Configure virtual machine (VM) settings
    3. Configure Hyper-V storage
    4. Configure Hyper-V networking
4. Implement Windows Containers
    1. Deploy Windows containers
    2. Manage Windows containers
5. Implement High Availability
    1. Implement high availability and disaster recovery options in Hyper-V
    2. Implement failover clustering
    3. Implement Storage Spaces Direct
    4. Manage failover clustering
    5. Manage VM movement in clustered nodes
    6. Implement Network Load Balancing (NLB)
6. Maintain and Monitor Server Environments
    1. Maintain server installations
    2. Monitor server installations

Lecture:

1. Install Windows Servers in Host and Compute Environments
    1. Install, upgrade, and migrate servers and workloads
        1. Determine Windows Server installation requirements
        2. Determine appropriate Windows Server editions per workloads
        3. Install Windows Server
        4. Install Windows Server features and roles
        5. Install and configure Windows Server Core

6. Manage Windows Server Core installations using Windows PowerShell, command line, and remote management capabilities
7. Implement Windows PowerShell Desired State Configuration (DSC) to install and maintain integrity of installed environments
8. Perform upgrades and migrations of servers and core workloads from older Windows Servers to the current Windows Server
9. Determine the appropriate activation model for server installation, such as Automatic Virtual Machine Activation (AVMA), Key Management Service (KMS), and Active Directory-based Activation

2. Install and configure Nano Server
    1. Determine appropriate usage scenarios and requirements for Nano Server
    2. Install Nano Server
    3. Implement Roles and Features on Nano Server
    4. Using Nano Server Image Builder, manage and configure Nano Server
    5. Manage Nano Server remotely using MMC, Windows PowerShell, and Server Management Tools
3. Create, manage, and maintain images for deployment
    1. Plan for Windows Server virtualization
    2. Assess virtualization workloads using the Microsoft Assessment and Planning (MAP) Toolkit
    3. Determine considerations for deploying workloads into virtualized environments
    4. Update images with patches, hotfixes, last cumulative updates and drivers
    5. Install roles and features in offline images
    6. Manage and maintain Windows Server Core, Nano Server images, and VHDs using Windows PowerShell

2. Implement Storage Solutions
    1. Configure disks and volumes
        1. Configure sector sizes appropriate for various workloads
        2. Configure GUID partition table (GPT) disks
        3. Create VHD and VHDX files using Disk Management or Windows PowerShell
        4. Mount virtual hard disks
        5. Determine when to use NTFS and ReFS file systems
        6. Configure NFS and SMB shares using Server Manager
        7. Configure SMB share and session settings using Windows PowerShell
        8. Configure SMB server and SMB client configuration settings using Windows PowerShell
        9. Configure file and folder permissions
    2. Implement server storage
        1. Configure storage pools
        2. Implement simple, mirror, and parity storage layout options for disks or enclosures
        3. Expand storage pools
        4. Configure Tiered Storage
        5. Configure iSCSI target and initiator
        6. Configure iSNS
        7. Configure Datacenter Bridging (DCB)
        8. Configure Multi-Path IO (MPIO)

9. Determine usage scenarios for Storage Replica
10. Implement Storage Replica for server-toserver, cluster-to-cluster, and stretch cluster scenarios

3. Implement data deduplication
    1. Implement and configure deduplication
    2. Determine appropriate usage scenarios for deduplication
    3. Monitor deduplication
    4. Implement a backup and restore solution with deduplication

3. Implement Hyper-V
    1. Install and configure Hyper-V
        1. Determine hardware and compatibility requirements for installing Hyper-V
        2. Install Hyper-V
        3. Install management tools
        4. Upgrade from existing versions of Hyper-V
        5. Delegate virtual machine management
        6. Perform remote management of Hyper-V hosts
        7. Using Windows PowerShell Direct
        8. Implement nested virtualization
    2. Configure virtual machine (VM) settings
        1. Add or remove memory in a running VM
        2. Configure dynamic memory
        3. Configure NonUniform Memory Access (NUMA) support
        4. Configure smart paging
        5. Configure Resource Metering
        6. Manage Integration Services
        7. Create and configure Generation 1 and 2 VMs and determine appropriate usage scenarios
        8. Implement enhanced session mode
        9. Create Linux and FreeBSD VMs
        10. Install and configure Linux Integration Services (LIS)
        11. Install and configure FreeBSD Integration Services (BIS)
        12. Implement Secure Boot for Windows and Linux environments
        13. Move and convert VMs from previous versions of Hyper-V to Windows Server Hyper-V
        14. Export and import VMs
        15. Implement Discrete Device Assignment (DDA), Troubleshoot VM configuration versions
    3. Configure Hyper-V storage
        1. Create VHDs and VHDX files using Hyper-V Manager
        2. Create shared VHDX files
        3. Configure differencing disks
        4. Modify virtual hard disks
        5. Configure pass-through disks
        6. Resize a virtual hard disk
        7. Manage checkpoints
        8. Implement production checkpoints
        9. Implement a virtual Fibre Channel adapter

10. Configure storage Quality of Service (QoS)

4. Configure Hyper-V networking
    1. Add and remove virtual network interface cards (vNICs); configure Hyper-V virtual switches
    2. Optimize network performance
    3. Configure MAC addresses
    4. Configure network isolation
    5. Configure synthetic and legacy virtual network adapters
    6. Configure NIC teaming in VMs
    7. Configure virtual machine queue (VMQ)
    8. Enable Remote Direct Memory Access (RDMA) on network adapters bound to a Hyper-V virtual switch using Switch Embedded Teaming (SET)
    9. Configure Bandwidth Management

4. Implement Windows Containers
    1. Deploy Windows containers
        1. Determine installation requirements and appropriate scenarios for Windows Containers
        2. Install and configure Windows Server container host in physical or virtualized environments
        3. Install and configure Windows Server container host to Windows Server Core or Nano Server in a physical or virtualized environment
        4. Install Docker on Windows Server and Nano Server
        5. Configure Docker start-up options
        6. Install PowerShell for Docker
        7. Install a base container image
        8. Tag an image
        9. Remove a container
        10. Create Windows Server containers
        11. Create Hyper-V containers
    2. Manage Windows containers
        1. Manage Windows containers by using Docker CLI and PowerShell for Docker
        2. Manage container networking
        3. Manage container data volumes
        4. Manage Resource Control
        5. Create new container images using Dockerfile
        6. Manage container images using DockerHub repository for public and private scenarios
        7. Manage container images using Microsoft Azure

5. Implement High Availability
    1. Implement high availability and disaster recovery options in Hyper-V
        1. Implement Hyper-V Replica
        2. Implement Live Migration
        3. Including Shared Nothing Live Migration
        4. Configure CredSSP or Kerberos authentication protocol for Live Migration
        5. Implement storage migration
    2. Implement failover clustering
        1. Implement Workgroup, Single, and Multi Domain clusters

2. Configure quorum
3. Configure cluster networking
4. Restore single node or cluster configuration
5. Configure cluster storage
6. Implement Cluster-Aware Updating
7. Implement Cluster Operating System Rolling Upgrade
8. Configure and optimize cluster shared volumes (CSVs)
9. Configure clusters without network names
10. Implement Scale-Out File Server (SoFS)
11. Determine different scenarios for the use of SoFS vs. File Server for general usez
12. Determine usage scenarios for implementing guest clustering
13. Iimplement a Clustered Storage Spaces solution using Shared SAS storage enclosures
14. Implement Storage Replica
15. Implement Cloud Witness
16. Implement VM resiliency
17. Implement shared VHDX as a storage solution for guest clusters

3. Implement Storage Spaces Direct
    1. Determine scenario requirements for implementing Storage Spaces Direct
    2. Enable Storage Spaces Direct using Windows PowerShell
    3. Implement a disaggregated Storage Spaces Direct scenario
    4. Implement a hyper-converged Storage Spaces Direct scenario
4. Manage failover clustering
    1. Configure role-specific settings, including continuously available shares
    2. Configure VM monitoring
    3. Configure failover and preference settings
    4. Implement stretch and site-aware failover clusters
    5. Enable and configure node fairness
5. Manage VM movement in clustered nodes
    1. Perform a live migration
    2. Perform a quick migration
    3. Perform a storage migration
    4. Import, export, and copy VMs
    5. Configure VM network health protection
    6. Configure drain on shutdown
6. Implement Network Load Balancing (NLB)
    1. Install NLB nodes
    2. Configure NLB prerequisites
    3. Configure affinity
    4. Configure port rules
    5. Configure cluster operation mode
    6. Upgrade an NLB cluster

6. Maintain and Monitor Server Environments
    1. Maintain server installations
        1. Implement Windows Server Update Services (WSUS) solutions
        2. Configure WSUS groups

3. Manage patch management in mixed environments
4. Implement an antimalware solution with Windows Defender
5. Integrate Windows Defender with WSUS and Windows Update
6. Perform backup and restore operations using Windows Server Backup
7. Determine backup strategies for different Windows Server roles and workloads, including Hyper-V Host, Hyper-V Guests, Active Directory, File Servers, and Web Servers using Windows Server native tools and solutions

2. Monitor server installations
    1. Monitor workloads using Performance Monitor, Server Manager, Event Viewer
    2. Configure Data Collector Sets
    3. Determine appropriate CPU, memory, disk, and networking counters for storage and compute workloads
    4. Configure alerts
    5. Monitor workloads using Resource Monitor

Methods of Instruction:

1. Simulations - CompTIA/Testout Lab Sims are used for applying concepts learned.
2. Lab - Simulation software is used for applying concepts learned.

Typical Assignments

A. Reading:
    1. Discuss Microsoft's Active Directory Services in relation to other industry standard network models for managing users and resources.

B. Writing:
    1. Choose one of the topics from a list of Internet technologies and write a one-page technical discussion of the subject

C. Project:
    1. Create an Active Directory Forest. Populate to the Organization Unit level with users and computers from the class.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 7-15 per term

B. Simulation
    1. 10-20 per term

C. Home Work
    1. 8-16 per term

Student Learning Outcomes

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

A. Install, configure, secure, and troubleshoot Windows server in a domain environment.

Textbooks (Typical):

Textbook:

1. William Panek *MCA Windows Server Hybrid Administrator Complete Study Guide*. 1st ed., Sybex, 2023.
2. Testout *Hybrid Server Pro: Core.*, CompTIA, 2024.
3. Greg Tomsho *Microsoft Exam AZ-800: Guide to Administering Windows Server Hybrid Core Infrastructure*. 1st ed., Cengage, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet Access to Virtual Labs..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: CNT 56 - Networking with Windows Server

Course Modification: CNT 56 - Networking with Windows Server (Launched - Implemented 11-05-2024)
compared with
CNT 56 - MCSA II Networking with Windows Server (Active - Implemented 08-15-2019)

Cover

Course Title ~~MCSA II~~ Networking with Windows Server
Effective Term Fall ~~2019~~ 2025
Catalog Description
This course prepares students for the Microsoft's ~~Examination~~ Exam AZ-801 : ~~Networking with~~ Configuring Windows Server Hybrid Advanced Services , which is the second of ~~three~~ two exams a student must pass to obtain a ~~MCSA (~~ Microsoft Certified : ~~Solutions~~ Windows Server Hybrid Administrator Associate ~~)~~ Certification. ~~By passing this exam, one become a Microsoft Certified Professional (MCP) and gains access to MCP benefits.~~

Through many hands-on labs, students will install and configure DNS, DHCP, IPAM, VPN and RADIUS. Also covered: managing DFS and branch cache solutions, and implementing Software Defined Networking (SDN) solutions such as Hyper-V Network Virtualization (HNV) and Network Controller, Implement Network Connectivity and Remote Access Solutions, Implement Core and Distributed Network Solutions.

Units/Hours

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

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

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Industry-Recognized-Training ~~No~~ Yes

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

Active Certification for Exam AZ-801: Configuring Windows Server Hybrid Advanced Services exam, or Microsoft Certified: Windows Server Hybrid Administrator Associate certification, or equivalent given by the Microsoft Corporation. Must be currently active.

Microsoft Certified: Windows Server Hybrid Administrator Associate certification can also receive credit for CNT 55

Methods of Instruction

Check all that apply:

- ~~Demonstration~~
  ~~**Comments**~~ -
- - Lab
  Comments
- Simulation ~~Lecture~~
  ~~**Comments**~~ software
  is used to practice concepts learned.
- Simulations
  Comments
  Lab Sims simulation software is used.

Equity Based Curriculum

- Methods of Instruction
  Address
  Videos can be slowed down, closed-captioned, and transcribed.
  Retakes are allowed for Lab Simulation exercises.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading:~~

      1. Discuss Microsoft's DNS and how it integrates into Active Directory for unified functions.
   2.

2. **Assignment Type** Writing ~~:~~

Add Assignment

1. Explain in one page how you would set up Group Policies to allow only certain groups of users to get access to "CurrentProjects" folder.

1.

3. Assignment Type Project :
Add Assignment

1. Backup the DNS, DHCP, and Active Directory to an external devices, and explain how you would restrict access and protect these databases.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of CNT 56, students will be able to install~~ Install , configure, secure, and troubleshoot IP Services in a Windows server domain environment.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
Requisite Validation ~~Content Review~~ Advisory

Catalog View **Recommended Course Preparation:** CNT 55 with a minimum grade of C

Distance Education

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

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

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

DE Course Interactions

~~Emergency~~ Student-Student ~~Delivery Methods~~ Interaction

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~ Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

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

  Frequency

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

Textbooks/Materials

Textbook

1. **Author(s)** ~~Andrew Warren~~ Chris Gill
   Title Configuring Windows Server Hybrid Advanced Services Exam Ref ~~70~~ AZ - ~~741 Networking with Windows Server 2016~~ 801
   Edition 1st -
   Publisher ~~Microsoft Press~~ O'Reilly
   ISBN-13 9781804615096

Year ~~2016~~ 2023

2. **Author(s)** Testout
   Title Hybrid Server Pro: Advanced
   Edition
   Publisher CompTIA
   ISBN-13 978-1-935080-85-5
   Year 2024
3. **Author(s)** William - Panek
   Title ~~MCSA~~ MCA Windows Server ~~2016~~ Hybrid Administrator Complete Study Guide
   Edition ~~2nd~~ 1st
   Publisher Sybex ~~/Wiley~~
   ISBN-13 978-1-394-15541-5
   Year ~~2018~~
4. ~~**Author(s)** - Orin Thomas~~
   ~~**Title** - Windows Server 2016 Inside Out~~
   ~~**Edition** - 1~~
   ~~**Publisher** - Microsoft Press~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2017~~ 2023

General Education/Transfer Request

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

Codes and Dates

Course Codes

Originator ~~Daoud, Moh~~ Weichert, Jeffrey

Origination Date

10/ ~~01~~ 31 / ~~2018~~ 2024

Parent Course

CNT 56 - MCSA II Networking with Windows Server

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/24/2019~~

- CC Approval

  ~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Computer Networking Technology 56
Networking with Windows Server

Effective: Fall 2025

Catalog Description:

CNT 56 - Networking with Windows Server
3.00 Units

This course prepares students for the Microsoft's Exam AZ-801: Configuring Windows Server Hybrid Advanced Services, which is the second of two exams a student must pass to obtain a Microsoft Certified: Windows Server Hybrid Administrator Associate Certification. Through many hands-on labs, students will install and configure DNS, DHCP, IPAM, VPN and RADIUS. Also covered: managing DFS and branch cache solutions, and implementing Software Defined Networking (SDN) solutions such as Hyper-V Network Virtualization (HNV) and Network Controller, Implement Network Connectivity and Remote Access Solutions, Implement Core and Distributed Network Solutions.

Recommended Course Preparation: CNT 55 with a minimum grade of C

Course Grading: Optional

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

Discipline:

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. Install and configure DNS servers
B. Install and configure DHCP
C. Implement and Maintain IP Address Management (IPAM)

D. Implement Network Address Translation (NAT); configure routing
E. Implement Network Policy Server (NPS)
F. Implement IPv4 and IPv6 addressing
G. Implement Distributed File System (DFS) and Branch Office solutions
H. Implement high performance network solutions
I. Determine scenarios and requirements for implementing Software Defined Networking (SDN)

Course Content:

Lab:

1. Implement Domain Name System (DNS)
    1. Install and configure DNS servers
    2. Create and configure DNS zones and records
2. Implement DHCP and IPAM
    1. Install and configure DHCP
    2. Manage and maintain DHCP
    3. Implement and Maintain IP Address Management (IPAM)
3. Implement Network Connectivity and Remote Access Solutions
    1. Implement network connectivity solutions
    2. Implement virtual private network (VPN) and DirectAccess solutions
    3. Implement Network Policy Server (NPS)
4. Implement Core and Distributed Network Solutions
    1. Implement IPv4 and IPv6 addressing
    2. Implement Distributed File System (DFS) and Branch Office solutions
5. Implement an Advanced Network Infrastructure
    1. Implement high performance network solutions
    2. Determine scenarios and requirements for implementing Software Defined Networking (SDN)

Lecture:

1. Implement Domain Name System (DNS)
    1. Install and configure DNS servers
        1. Determine DNS installation requirements
        2. Determine supported DNS deployment scenarios on Nano Server
        3. Install DNS
        4. Configure forwarders
        5. Configure Root Hints
        6. Configure delegation
        7. Implement DNS policies
        8. Configure DNS Server settings using Windows PowerShell
        9. Configure Domain Name System Security Extensions (DNSSEC)
        10. Configure DNS Socket Pool
        11. Configure cache locking
        12. Enable Response Rate Limiting
        13. Configure DNS-based Authentication of Named Entities (DANE)
        14. Configure DNS logging

15. Configure delegated administration
16. Configure recursion settings
17. Implement DNS performance tuning
18. Configure global settings

2. Create and configure DNS zones and records
    1. Create primary zones
    2. Configure Active Directory primary zones
    3. Create and configure secondary zones
    4. Create and configure stub zones
    5. Configure a GlobalNames zone; analyze zone-level statistics
    6. Create and configure DNS Resource Records (RR), including A, AAAA, PTR, SOA, NS, SRV, CNAME, and MX records
    7. Configure zone scavenging
    8. Configure record options, including Time To Live (TTL) and weight
    9. Configure round robin
    10. Configure secure dynamic updates
    11. Configure unknown record support
    12. Use DNS audit events and analytical (query) events for auditing and troubleshooting
    13. Configure Zone Scopes
    14. Configure records in Zone Scopes
    15. Configure policies for zone

2. Implement DHCP and IPAM
    1. Install and configure DHCP
        1. Install and configure DHCP servers
        2. Authorize a DHCP server
        3. Create and configure scopes
        4. Create and configure superscopes and multicast scopes
        5. Configure a DHCP reservation
        6. Configure DHCP options
        7. Configure DNS options from within DHCP
        8. Configure policies
        9. Configure client and server for PXE boot
        10. Configure DHCP Relay Agent
        11. Implement IPv6 addressing using DHCPv6
        12. Perform export and import of a DHCP server
        13. Perform DHCP server migration
    2. Manage and maintain DHCP
        1. Configure a lease period
        2. Back up and restore the DHCP database
        3. Configure high availability using DHCP failover
        4. Configure DHCP name protection
        5. Troubleshoot DHCP
    3. Implement and Maintain IP Address Management (IPAM)
        1. Provision IPAM manually or by using Group Policy
        2. Configure server discovery

3. Create and manage IP blocks and ranges
4. Monitor utilization of IP address space
5. Migrate existing workloads to IPAM
6. Configure IPAM database storage using SQL Server
7. Determine scenarios for using IPAM with System Center Virtual Machine Manager for physical and virtual IP address space management
8. Manage DHCP server properties using IPAM
9. Configure DHCP scopes and options
10. Configure DHCP policies and failover
11. Manage DNS server properties using IPAM
12. Manage DNS zones and records
13. Manage DNS and DHCP servers in multiple Active Directory forests
14. Delegate administration for DNS and DHCP using role-based access control (RBAC)
15. Audit the changes performed on the DNS and DHCP servers
16. Audit the IPAM address usage trail
17. Audit DHCP lease events and user logon events

3. Implement Network Connectivity and Remote Access Solutions
    1. Implement network connectivity solutions
        1. Implement Network Address Translation (NAT)
        2. Configure routing
    2. Implement virtual private network (VPN) and DirectAccess solutions
        1. Implement remote access and site-to-site (S2S) VPN solutions using remote access gateway
        2. Configure different VPN protocol options
        3. Configure authentication options
        4. Configure VPN reconnect
        5. Create and configure connection profiles
        6. Determine when to use remote access VPN and site-to-site VPN and configure appropriate protocols
        7. Install and configure DirectAccess
        8. Implement server requirements
        9. Implement client configuration
        10. Troubleshoot DirectAccess
    3. Implement Network Policy Server (NPS)
        1. Configure a RADIUS server including RADIUS proxy
        2. Configure RADIUS clients
        3. Configure NPS templates
        4. Configure RADIUS accounting
        5. Configure certificates
        6. Configure Connection Request Policies
        7. Configure network policies for VPN and wireless and wired clients
        8. Import and export NPS policie
4. Implement Core and Distributed Network Solutions
    1. Implement IPv4 and IPv6 addressing
        1. Configure IPv4 addresses and options

2. Determine and configure appropriate IPv6 addresses
3. Configure IPv4 or IPv6 subnetting
4. Implement IPv6 stateless addressing
5. Configure interoperability between IPv4 and IPv6 by using ISATAP, 6to4, and Teredo scenarios
6. Configure Border Gateway Protocol (BGP)\
7. Configure IPv4 and IPv6 routing

2. Implement Distributed File System (DFS) and Branch Office solutions
    1. Install and configure DFS namespaces
    2. Configure DFS replication targets
    3. Configure replication scheduling
    4. Configure Remote Differential Compression (RDC) settings
    5. Configure staging
    6. Configure fault tolerance
    7. Clone a Distributed File System Replication (DFSR) database
    8. Recover DFSR databases
    9. Optimize DFS Replication
    10. Install and configure BranchCache
    11. Implement distributed and hosted cache modes
    12. Implement BranchCache for web, file, and application servers
    13. Troubleshoot BranchCache

5. Implement an Advanced Network Infrastructure
    1. Implement high performance network solutions
        1. Implement NIC Teaming or the Switch Embedded Teaming (SET) solution and identify when to use each
        2. Enable and configure Receive Side Scaling (RSS)
        3. Enable and configure network Quality of Service (QoS) with Data Center Bridging (DCB)
        4. Enable and configure SMB Direct on Remote Direct Memory Access (RDMA) enabled network adapters
        5. Configure SMB Multichannel
        6. Enable and configure virtual Receive Side Scaling (vRSS) on a Virtual Machine Queue (VMQ) capable network adapter
        7. Enable and configure Virtual Machine Multi-Queue (VMMQ)
        8. Enable and configure Single-Root I/O Virtualization (SR-IOV) on a supported network adapter
    2. Determine scenarios and requirements for implementing Software Defined Networking (SDN)
        1. Determine deployment scenarios and network requirements for deploying SDN
        2. Determine requirements and scenarios for implementing Hyper-V Network Virtualization (HNV) using Network Virtualization Generic Route Encapsulation (NVGRE) encapsulation or Virtual Extensible LAN (VXLAN) encapsulation
        3. Determine scenarios for implementation of Software Load Balancer (SLB) for North-South and East-West load balancing
        4. Determine implementation scenarios for various types of Windows Server Gateways, including L3, GRE, and S2S, and their use

5. Determine requirements and scenarios for Datacenter firewall policies and network security groups

Methods of Instruction:

1. Lab - Simulation software is used to practice concepts learned.
2. Simulations - Lab Sims simulation software is used.

Typical Assignments

A. Reading:
    1. Discuss Microsoft's DNS and how it integrates into Active Directory for unified functions.
B. Writing:
    1. Explain in one page how you would set up Group Policies to allow only certain groups of users to get access to "CurrentProjects" folder.
C. Project:
    1. Backup the DNS, DHCP, and Active Directory to an external devices, and explain how you would restrict access and protect these databases.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 7-15 per term
B. Simulation
    1. 10-20 per term
C. Home Work
    1. 8-16 per term

Student Learning Outcomes

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

A. Install, configure, secure, and troubleshoot IP Services in a Windows server domain environment.

Textbooks (Typical):

Textbook:

1. Chris Gill *Configuring Windows Server Hybrid Advanced Services Exam Ref AZ-801*. 1st ed., O'Reilly, 2023.
2. Testout *Hybrid Server Pro: Advanced.*, CompTIA, 2024.
3. William Panek *MCA Windows Server Hybrid Administrator Complete Study Guide*. 1st ed., Sybex, 2023.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet Access to Virtual Labs..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN)

Course Modification: CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN) (Launched - Implemented 11-05-2024)
compared with
CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN) (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025
Catalog Description
This is course 1 of 3 of the Cisco CCNA Routing and Switching Certification Objectives.
_ The concepts covered in this course include advances in modern network technologies; Protocols and Models: how network protocols enable devices to access local and remote network resources; Physical Layer: how physical layer protocols, services, and network media support communications across networks; Data Link Layer: how media access control in the data link layer supports communication across networks; Ethernet Switching: how Ethernet operates in a switched network; Network Layer: how routers use network layer protocols and services to enable end-to-end connectivity; Address Resolution: Protocol (ARP) and Neighbor Discovery (ND) enable communication on a local area network; Transport Layer & Application Layer: Explain the operation of layers protocols in providing support to end-user applications.
_ The hands-on labs include implementation of initial settings including passwords, IP addressing, and default gateway parameters on a network switch and end devices; Basic Switch and Device Configuration; Calculation of numbers between decimal and binary systems; IPv4 Addressing: IPv4 subnetting scheme to segment a network; Implementing an IPv6 addressing scheme; ICMP and various tools to test network connectivity; Network Security Fundamentals: Configure switches and routers with device hardening features to enhance security; Build a Small Network: Implement a network design for a small network to include a router, a switch, and end devices.

Units/Hours

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

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

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes

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

Credit-by-Industry-Recognized-Training ~~No~~ Yes

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

Cisco Exam 200- 301, or Cisco Certified Network Associate (CCNA) certification issued by Cisco Systems, Inc. Must be currently active. Can also receive credit for CNT 8002 and CNT 8003.

Course Content

Lab Content

Navigate the IOS
Configure Initial Switch Settings
Implement Basic Connectivity
Investigate the TCP-IP and OSI Models in Action
Explore a Network
Connect a Wired and Wireless LAN
Identify MAC and IP Addresses
Examine the ARP Table
Identify MAC and IP Addresses
Examine the ARP Table
Configure Layer 3 Switches
Explor Internetworking Devices
Configure Initial Router Settings
Connect a Router to a LAN
Troubleshoot Default Gateway Issues
Investigate Unicast, Broadcast, and Multicast Traffic
Configure IPv6 Addressing
Explore of TCP and UDP
Verify IPv4 and IPv6 Addressing
Ping and Trace to Test the Path
Troubleshoot IPv4 and IPv6 Addressing
Investigate Unicast, Broadcast, and Mufticast Traffic
Design and Implement a VLSM Addressing Scheme
Configure IPv6 Addressing
Implement a Subnetted IPv6 Addressing Scheme
Explore TCP and UDP Communications
Implement a Subnetted IPv6 Addressing Scheme
Web and Email
DNS and DHCP
Configure Secure Passwords and SSH
Back Up Configuration Files
Test Connectivity with Traceroute

Use Show Commands
Configure a Linksys Router
Configure an Integrated Router

Methods of Instruction

Check all that apply:

- ~~Demonstration~~ Lab
  Comments
  Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
- ~~Discussion~~ Simulations
  Comments
- Use ~~Lab~~
  ~~**Comments**~~ Packet
- Tracer ~~Lecture~~
  ~~**Comments**~~ network
  simulation software to practice various concepts being learned.

Equity Based Curriculum

- Methods of Evaluation
  Address
  Retakes are allowed on Lab activities.
  Lab activities are accessible from any operating system.
  Computers in Computer Center are capable of running most of the simulation software and Internet-based activities.
  One or more student workstations are wheelchair accessible.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Network addressing worksheet:
      1. Given a list of IP addresses and subnet masks, identify the network address, the broadcast address, and calculate the number of available host addresses.
   2. Personal computer configuration lab:

1. Configure IP address, subnet mask, gateway, and DNS on a personal computer without DHCP.
2. Verify connectivity within the LAN and to the Internet with Ping and a web browser application.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon successful completion of CNT 8001, students will be able to build~~ Build a simple Ethernet network using routers and switches.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Requisite Validation ~~Content Review~~ Advisory

Catalog View **Recommended Course Preparation:** CIS 50 with a minimum grade of C

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Textbooks/Materials

Textbook

1. **Author(s)** Wendell - Odom
   Title CCNA 200-301 Official Cert Guide ~~Vol. 1~~ Library
   Edition ~~1~~ 2nd
   Publisher Cisco Press (Pearson Education)
   ISBN-13 978-0138221393
   Year ~~2020~~ 2024
2. **Author(s)** ~~Allan Johnson~~ Jeremy McDowell
   Title ~~A Day-By-Day Review Guide for~~ Acing the CCNA ~~200-301 Certification~~ Exam ~~(31 Days)~~
   Edition ~~1~~ 1st
   Publisher ~~Cisco~~ Manning ~~Press~~ Publishers
   ISBN-13 978-1633437678
   Year ~~2020~~ 2024
3. **Author(s)** Todd - Lammle -
   Title Cisco CCNA Certification , ~~Study~~ 2 ~~Guide~~ Volume ~~and Practice Tests Kit~~ Set : Exam 200-301
   Edition ~~1~~ 1st

ISBN-13 978-1119677611
Year ~~2020~~ 2024

General Education/Transfer Request

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

C-ID ITIS 150
Already approved unsubstantial change ~~No~~ Yes

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

Codes and Dates

Course Codes
Originator ~~Daoud, Moh~~ Weichert, Jeffrey

Origination Date
~~08~~ 10 / ~~04~~ 31 / ~~2021~~ 2024

Parent Course
CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN)
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/21/2020~~
- State Approval
  ~~01/27/2020~~
- CC Approval
  ~~12/02/2019~~

Instructional Services
Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date -

~~08/15/2020~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

LAS POSITAS COLLEGE

Course Outline for Computer Networking Technology 8001
Cisco CCNA1/3 Introduction to Networks (ITN)

Effective: Fall 2025

Catalog Description:

CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN)
3.00 Units

This is course 1 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include advances in modern network technologies; Protocols and Models: how network protocols enable devices to access local and remote network resources; Physical Layer: how physical layer protocols, services, and network media support communications across networks; Data Link Layer: how media access control in the data link layer supports communication across networks; Ethernet Switching: how Ethernet operates in a switched network; Network Layer: how routers use network layer protocols and services to enable end-to-end connectivity; Address Resolution: Protocol (ARP) and Neighbor Discovery (ND) enable communication on a local area network; Transport Layer & Application Layer: Explain the operation of layers protocols in providing support to end-user applications. The hands-on labs include implementation of initial settings including passwords, IP addressing, and default gateway parameters on a network switch and end devices; Basic Switch and Device Configuration; Calculation of numbers between decimal and binary systems; IPv4 Addressing: IPv4 subnetting scheme to segment a network; Implementing an IPv6 addressing scheme; ICMP and various tools to test network connectivity; Network Security Fundamentals: Configure switches and routers with device hardening features to enhance security; Build a Small Network: Implement a network design for a small network to include a router, a switch, and end devices.

Recommended Course Preparation: CIS 50 with a minimum grade of C

Course Grading: Optional

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

Discipline:

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. Describe and differentiate the devices and services used to support communications in data networks and the Internet;
B. Describe the role of protocol layers in data networks;
C. Evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments;
D. Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks;
E. Explain fundamental Ethernet concepts such as media, services, and operations;
F. Build a simple Ethernet network using routers and switches;
G. Compose Cisco command-line interface (CLI) commands to perform basic router and switch configurations;
H. Experiment with common network utilities to verify small network operations and analyze data traffic.
I. Configure switch security to mitigate LAN attacks
J. Implement a Wireless LAN using a wireless router and wireless LAN controller

Course Content:

Lab:
Navigate the IOS
Configure Initial Switch Settings
Implement Basic Connectivity
Investigate the TCP-IP and OSI Models in Action
Explore a Network
Connect a Wired and Wireless LAN
Identify MAC and IP Addresses
Examine the ARP Table
Identify MAC and IP Addresses
Examine the ARP Table
Configure Layer 3 Switches
Explor Internetworking Devices
Configure Initial Router Settings
Connect a Router to a LAN
Troubleshoot Default Gateway Issues
Investigate Unicast, Broadcast, and Multicast Traffic
Configure IPv6 Addressing
Explore of TCP and UDP
Verify IPv4 and IPv6 Addressing
Ping and Trace to Test the Path
Troubleshoot IPv4 and IPv6 Addressing
Investigate Unicast, Broadcast, and Mufticast Traffic

Design and Implement a VLSM Addressing Scheme
Configure IPv6 Addressing
Implement a Subnetted IPv6 Addressing Scheme
Explore TCP and UDP Communications
Implement a Subnetted IPv6 Addressing Scheme
Web and Email
DNS and DHCP
Configure Secure Passwords and SSH
Back Up Configuration Files
Test Connectivity with Traceroute
Use Show Commands
Configure a Linksys Router
Configure an Integrated Router

Lecture:

1. Networking Today
    1. Explain the advances in modern network technologies.
        1. Networks Affect Our Lives
        2. Network Components
        3. Network Representations and Topologies
        4. CommonTypes of Networks
        5. Internet Connections
        6. Reliable Network
        7. Interaction
        8. Network Security
        9. The IT Professional
2. Basic Switch and Device Configuration
    1. Implement initial settings including passwords, IP addressing, and default gateway parameters on a network switch and end devices.
        1. Cisco IOS Access
        2. IOS Navigation
        3. The Command Structure
        4. Basic Device Configuration
        5. Save Configurations
        6. Ports and Addresses
        7. Configure IP Addressing
        8. Connectivity
3. Protocols and Models
    1. Explain how network protocols enable devices to access local and remote network resources.
        1. The Rules
        2. Protocols
        3. Standards Organizations
        4. Reference Models
        5. Data Encapsulation
        6. Data Access

4. Physical Layer
    1. Explain how physical layer protocols, services, and network media support communications across data networks.
        1. Purpose of the Physical Layer
        2. Physical Layer Characteristics
        3. Copper Cabling
        4. UTP Cabling
        5. Fiber-Optic Cabling
        6. Wireless Media
5. Number Systems
    1. Binary and Hexadecimal
        1. Binary Number System
        2. Hexadecimal Number System
6. Data Link Layer
    1. Explain how media access control in the data link layer supports communication across networks.
        1. Purpose of the Data Link Layer
        2. Topologies
        3. Data Link Frame
7. Ethernet Switching
    1. Explain how Ethernet operates in a switched network.
        1. Ethernet Frame
        2. The MAC Address Table
        3. Switch Speeds and Forwarding Methods
8. Network Layer
   Explain how routers use network layer protocols and services to enable end-to-end connectivity.
    1. Network Layer Characteristics
    2. IPv4 Packet
    3. IPv6 Packet
    4. How a Host Routes
    5. Router Routing Tables Explain the function of fields in the routing table of a router.
9. Address Resolution
   Explain how ARP and ND enable communication on a local area network.
    1. MAC and IP
    2. ARP
    3. Neighbor Discovery
10. Basic Router Configuration
    Implement initial settings on a router and end devices.
    1. Configure Initial Router Settings
    2. Configure Interfaces
    3. Configure the Default Gateway
11. IPv4 Addressing
    Calculate an IPv4 subnetting scheme to efficiently segment your network.
    1. IPv4 Address Structure
    2. IPv4 Unicast, Broadcast, and Multicast

3. Types of IPv4 Addresses
4. Subnet an IPv4 Network
5. Subnet a /16 and /8 Prefix Calculate IPv4 subnets for a /16 and /8
6. Variable Length Subnet Masking
7. Structured Design

12. IPv6 Addressing

    Implement an IPv6 addressing scheme.

    1. IPv4 Issues
    2. IPv6 Addressing
    3. Types of IPv6 Addresses
    4. IPv6 Unicast Addresses
    5. Dynamic IPv6 Unicast Addresses

13. ICMP

    Use various tools to test network connectivity.

    1. ICMP Messages

       Explain how ICMP is used to test network connectivity.
    2. Ping and Traceroute Testing

       Use ping and traceroute utilities to test network connectivity.

14. Transport Layer

    Compare the operations of transport layer protocols in supporting end-to-end communication.

    1. Transportation of Data
    2. TCP and UDP Overview
    3. TCP Communication Process
    4. Reliability and Flow Control
    5. UDP Communication

15. Application Layer

    Explain the operation of application layer protocols in providing support to end-user applications.

    1. Application, Session, and Presentation
    2. Peer-to-Peer
    3. Web and Email Protocols
    4. IP Addressing Services
    5. File Sharing Services

16. Network Security Fundamentals

    Configure switches and routers with device hardening features to enhance security.

    1. Security Threats and Vulnerabilities
    2. Network Attacks
    3. Network Attack Mitigation
    4. Device Security

17. Build a Small Network

    Implement a network design for a small network to include a router, a switch, and end devices.

    1. Devices in a Small Network
    2. Small Network Applications and Protocols
    3. Scale to Larger Networks
    4. Verify Connectivity
    5. Show Commands

6. Host and IOS Commands
7. Troubleshooting Methodologies
8. Troubleshooting Scenarios

Methods of Instruction:

1. Lab - Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
2. Simulations - Use Packet Tracer network simulation software to practice various concepts being learned.

Typical Assignments

A. Laboratory:
    1. Network addressing worksheet:
        1. Given a list of IP addresses and subnet masks, identify the network address, the broadcast address, and calculate the number of available host addresses.
    2. Personal computer configuration lab:
        1. Configure IP address, subnet mask, gateway, and DNS on a personal computer without DHCP.
        2. Verify connectivity within the LAN and to the Internet with Ping and a web browser application.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One weekly exam
B. Quizzes
    1. One weekly quiz
C. Simulation
    1. Using Packet Tracer
D. Class Participation
    1. Class Participation
E. Home Work
    1. Reading and Practice Exams
F. Lab Activities
    1. Weekly hands-on labs

Student Learning Outcomes

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

A. Build a simple Ethernet network using routers and switches.

Textbooks (Typical):

Textbook:

1. Wendell Odom *CCNA 200-301 Official Cert Guide Library.* 2nd ed., Cisco Press (Pearson Education), 2024.
2. Jeremy McDowell *Acing the CCNA Exam.* 1st ed., Manning Publishers, 2024.
3. Todd Lammle *Cisco CCNA Certification, 2 Volume Set: Exam 200-301.* 1st ed., Sybex, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Cisco Networking Academy On-line Curriculum. Las Positas College maintains a subscription to Cisco netcad.com at no cost to students..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)

Course Modification: CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE) (Launched - Implemented 11-05-2024)
compared with
CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE) (Active - Implemented 08-22-2024)

Cover

Effective Term Fall ~~2024~~ 2025
Catalog Description
This is course 2 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include Switching: how Layer 2 switches forward data; how STP enables redundancy in a Layer 2 network; the operation of dynamic address allocation in IPv6 networks by using SLAAC and DHCPv6; how FHRPs provide default gateway services in a redundant network; how vulnerabilities compromise LAN security; how Wireless LANs enable network connectivity; how routers use information in packets to make forwarding decisions; and troubleshooting static and default route configurations.
_ The hands-on labs include Basic Configuration of devices by using security best practices; Implementing VLANs and trunking in a switched network; Troubleshooting inter-VLAN routing on Layer 3 devices; Troubleshooting EtherChannel on switched links; Implementing DHCPv4 to operate across multiple LANs; Configuring switch security to mitigate LAN attacks; Implementing a WLAN using a wireless router and WLC; configuring and troubleshooting IPv4 and IPv6 floating static routes.

Units/Hours

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

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

Credit for Prior Learning

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
~~Individuals~~ Cisco ~~holding~~ Exam ~~the~~ 200- 301, or Cisco Certified Network Associate (CCNA) ~~Certification~~ certification issued by Cisco Systems, Inc. ~~within the last 10 years will~~ Must be ~~awarded~~ currently active. Can also receive credit for ~~the CNT 8001,~~ CNT 8002 ~~or APIS 56,~~ and CNT 8003 ~~courses~~ .

Course Content

Lecture Content

1. Basic Device Configuration

    1. Configure devices by using security best practices.

        1. Configure a Switch with Initial Settings
        2. Configure Switch Ports
        3. Secure Remote Access
        4. Configure Basic Router Settings
        5. Verify Directly Connected Networks

2. Switching Concepts

    1. Explain how Layer 2 switches forward data.

        1. Frame Forwarding
        2. Switching Domains

3. VLANs Implement VLANs and trunking in a switched network.

1. Overview of VLANs
2. VLANs in a Multi-Switched Environment
3. VLAN Configuration
4. VLAN Trunks
5. Dynamic Trunking Protocol

4. Inter-VLAN Routing Troubleshoot inter-VLAN routing on Layer 3 devices.

1. Inter-VLAN Routing Operation
2. Configure Router-on-a-Stick Inter-VLAN Routing
3. Inter-VLAN Routing using Multilayer Switches
4. Inter-VLAN Configuration Issues

5. STP Explain how STP enables redundancy in a Layer 2 network.

1. Purpose of STP
2. STP Operations
3. Evolution of STP

6. EtherChannel Troubleshoot EtherChannel on switched links.

1. EtherChannel Operation
2. Configure EtherChannel
3. Verify and Troubleshoot EtherChannel

7. DHCPv4 Implement DHCPv4 to operate across multiple LANs.

1. DHCPv4 Operation
2. Configure DHCPv4 Server
3. Configure DHCPv4 Client

8. SLAAC and DHCPv6 Concepts Explain the operation of dynamic address allocation in IPv6 networks.

    1. SLAAC and DHCPv6
    2. Configuring DHCPv6

9. FHRP Concepts
   Explain how FHRPs provide default gateway services in a redundant network.

    1. First Hop Redundancy

10. LAN Security Concepts Explain how vulnerabilities compromise LAN security.

    1. Endpoint Security
    2. Access Control Explain how AAA and 802.1x are used to authenticate LAN endpoints and devices.
    3. Layer 2 Security Threats
       Identify Layer 2 vulnerabilities.
    4. MAC Address Table Attack Explain how a MAC address table attack compromises LAN security.
    5. LAN Attacks Explain how LAN attacks compromises LAN security.

11. Switch Security Configuration Configure switch security to mitigate LAN attacks.

    1. Implement Port Security
    2. Mitigate VLAN Attacks

3. Mitigate DHCP Attacks
4. Mitigate ARP Attacks
5. Mitigate STP Attacks

12. WLAN Concepts Explain how WLANs enable network connectivity.

    1. Introduction to Wireless
    2. Components of WLANs
    3. WLAN Operation
    4. CAPWAP Operation
    5. Channel Management
    6. WLAN Threats
    7. Secure WLANs Describe WLAN security mechanisms. Module Topic Objective

13. WLAN Configuration Implement a WLAN using a wireless router and WLC.

    1. Remote Site WLAN Configuration
    2. WLC Configuration
    3. Troubleshoot WLAN Issues

14. Routing Concepts Explain how routers use information in packets to make forwarding decisions.

    1. Features of a Router
    2. Forwarding Packets from Source to Destination
    3. Basic Router Settings

4. IP Routing Table
5. Dynamic and Static Routing

15. IP Static Routing Configure IPv4 and IPv6 floating static routes.

    1. Configure IP Static Routes
    2. Configure IP Default Static Routes
    3. Configure Floating Static Routes
    4. Configure Static Host Routes

16. Troubleshoot Static and Default Routes Explain how to troubleshoot static and default route configurations.

    1. Packet Processing with Static Routes
    2. Troubleshoot IPv4 Static and Default Route Configuration

Lab Content

1. Compare 2960 and 3560 Switches
2. Configure VLANs, VTP, and DTP
3. Troubleshoot Inter-VLAN Routing
4. Troubleshoot VTP and DTP
5. Configure Layer 3 Switching and inter-VLAN Routing
6. Examine a Redundant Design
7. Configure PVST
8. Configure Rapid PVST
9. Configure EtherChannel

10. Troubleshoot EtherChannel
11. Troubleshoot HSRP
12. Investigate Convergence
13. Compare RIP and EIGRP Path Selection
14. Configure Basic EIGRP with IPv4
15. Investigate DUAL FSM
16. Configure Basic EIGRP with IPv6 Routing
17. Propagate a Default Route in EIGRP for IPv4 and IPv6
18. Troubleshoot EIGRP for IPv4
19. Configure OSPF in a Single Area
20. Configure Multiarea OSPF
21. Determine the DR and BDR
22. Propagate a Default Route in OSPFv2
23. Configure OSPF Advanced Features
24. Troubleshoot Single-Area OSPF
25. Troubleshoot Multiarea OSPF

Methods of Instruction

Check all that apply:

- ~~Demonstration~~ Lab
  Comments
  Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
- ~~Discussion~~ Simulations
  Comments
- Use ~~Lab~~

~~Comments~~ Packet

- Tracer ~~Lecture~~
  ~~Comments~~ network
  simulation software to practice various concepts being learned.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment

   1. ~~Typical Assignments~~

      1. Using two routers, two switches and two computers, configure VLAN20 and VLAN30 to send and receive Ethernet frames to the correct devices.

      2. Using the DHCP4 and DHCP6 features on your router, demonstrate the correct issuance of IP addresses to different computers.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon successful completion of CNT 8002, students will be able to configure~~ Configure and set-up static routing.
2. **Outcome Text**
   ~~Upon successful completion of CNT 8002, students will be able to implement~~ Implement VLAN and VLAN routing.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Requisite Course CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN)(~~Active~~ Launched)
   Requisite Validation ~~Content Review~~ Advisory
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~Describe and differentiate the devices and services used to support communications in data networks and the Internet;~~
     ~~**Degree of Importance**~~ ~~Recommended~~
   - ~~Describe the role of protocol layers in data networks;~~
     ~~**Degree of Importance**~~ ~~Recommended~~

- ~~- Evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Explain fundamental Ethernet concepts such as media, services, and operations;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Build a simple Ethernet network using routers and switches;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Compose Cisco command-line interface (CLI) commands to perform basic router and switch configurations;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Experiment with common network utilities to verify small network operations and analyze data traffic.~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Configure switch security to mitigate LAN attacks~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Implement a Wireless LAN using a wireless router and wireless LAN controller~~
  ~~**Degree of Importance** - Recommended~~

Catalog View **Recommended Course Preparation:** CNT 8001 with a minimum grade of C

Textbooks/Materials

Textbook

1. **Author(s)** Todd Lammle
   Title Cisco CCNA Certification, 2 Volume Set: Exam 200-301
   Edition 1st
   Publisher Sybex
   Year 2024
2. **Author(s)** Jeremy McDowell
   Title Acing the CCNA Exam
   Edition 1st
   Publisher Manning Publishers
   ISBN-13 978-1633437678
   Year 2024
3. **Author(s)** Wendell - Odom
   Title CCNA 200-301 Official Cert Guide ~~Vol. 2~~ Library
   Edition ~~1~~ 2nd
   Publisher Cisco Press
   ~~**Year** 2020~~
4. ~~**Author** (**s** **Pearson Education**) - Todd Lammle~~
   ~~**Title** - Switching, Routing, and Wireless Essentials Exam 200-301~~
   ~~**Edition** - 1~~
   ~~**Publisher** - Sybex~~

ISBN-13 978-0138221393
Year ~~2020~~

5. ~~**Author(s)** - Allan Johnson~~
   ~~**Title** - Switching, Routing, and Wireless Essentials v7~~
   ~~**Edition** - 1st~~
   ~~**Publisher** - Cisco Press~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2020~~ 2024

General Education/Transfer Request

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

C-ID ITIS 151
Already approved unsubstantial change ~~No~~ Yes

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

Codes and Dates

Course Codes

Originator ~~Kutil, Craig~~ Weichert, Jeffrey

Origination Date

10/ ~~12~~ 31 / ~~2023~~ 2024

Proposal Type

~~Technical~~ Course ~~Revision~~ Modification

Parent Course

CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)
No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/18/2022~~

- State Approval

  ~~03/22/2022~~

- CC Approval

  ~~11/06/2023~~

Instructional Services

Effective Term ~~Fall 2024~~ Fall 2025

Implementation Date

~~08/22/2024~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Computer Networking Technology 8002
Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)

Effective: Fall 2025

Catalog Description:

CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)
3.00 Units

This is course 2 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include Switching: how Layer 2 switches forward data; how STP enables redundancy in a Layer 2 network; the operation of dynamic address allocation in IPv6 networks by using SLAAC and DHCPv6; how FHRPs provide default gateway services in a redundant network; how vulnerabilities compromise LAN security; how Wireless LANs enable network connectivity; how routers use information in packets to make forwarding decisions; and troubleshooting static and default route configurations. The hands-on labs include Basic Configuration of devices by using security best practices; Implementing VLANs and trunking in a switched network; Troubleshooting inter-VLAN routing on Layer 3 devices; Troubleshooting EtherChannel on switched links; Implementing DHCPv4 to operate across multiple LANs; Configuring switch security to mitigate LAN attacks; Implementing a WLAN using a wireless router and WLC; configuring and troubleshooting IPv4 and IPv6 floating static routes.

Recommended Course Preparation: CNT 8001 with a minimum grade of C

Course Grading: Optional

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

Discipline:

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. Configure devices by using security best practices
B. Explain how Layer 2 switches forward data
C. Implement VLANs and trunking in a switched network
D. Troubleshoot inter-VLAN routing on Layer 3 devices
E. Explain how STP enables redundancy in a Layer 2 network
F. Implement DHCPv4 to operate across multiple LANs
G. Implement single-area OSPFv2 in both point-to-point and broadcast multiaccess networks
H. Explain how vulnerabilities, threats, and exploits can be mitigated to enhance network security
I. Implement NAT services on the edge router to provide IPv4 address scalability
J. Implement network management protocols to monitor the network
K. Explain the characteristics of scalable network architectures
L. Troubleshoot enterprise networks

Course Content:

Lab:

1. Compare 2960 and 3560 Switches
2. Configure VLANs, VTP, and DTP
3. Troubleshoot Inter-VLAN Routing
4. Troubleshoot VTP and DTP
5. Configure Layer 3 Switching and inter-VLAN Routing
6. Examine a Redundant Design
7. Configure PVST
8. Configure Rapid PVST
9. Configure EtherChannel
10. Troubleshoot EtherChannel
11. Troubleshoot HSRP
12. Investigate Convergence
13. Compare RIP and EIGRP Path Selection
14. Configure Basic EIGRP with IPv4
15. Investigate DUAL FSM
16. Configure Basic EIGRP with IPv6 Routing
17. Propagate a Default Route in EIGRP for IPv4 and IPv6
18. Troubleshoot EIGRP for IPv4
19. Configure OSPF in a Single Area
20. Configure Multiarea OSPF
21. Determine the DR and BDR
22. Propagate a Default Route in OSPFv2
23. Configure OSPF Advanced Features
24. Troubleshoot Single-Area OSPF
25. Troubleshoot Multiarea OSPF

Lecture:

1. Basic Device Configuration

1. Configure devices by using security best practices.
    1. Configure a Switch with Initial Settings
    2. Configure Switch Ports
    3. Secure Remote Access
    4. Configure Basic Router Settings
    5. Verify Directly Connected Networks
2. Switching Concepts
    1. Explain how Layer 2 switches forward data.
        1. Frame Forwarding
        2. Switching Domains
3. VLANs Implement VLANs and trunking in a switched network.
    1. Overview of VLANs
    2. VLANs in a Multi-Switched Environment
    3. VLAN Configuration
    4. VLAN Trunks
    5. Dynamic Trunking Protocol
4. Inter-VLAN Routing Troubleshoot inter-VLAN routing on Layer 3 devices.
    1. Inter-VLAN Routing Operation
    2. Configure Router-on-a-Stick Inter-VLAN Routing
    3. Inter-VLAN Routing using Multilayer Switches
    4. Inter-VLAN Configuration Issues
5. STP Explain how STP enables redundancy in a Layer 2 network.
    1. Purpose of STP
    2. STP Operations
    3. Evolution of STP
6. EtherChannel Troubleshoot EtherChannel on switched links.
    1. EtherChannel Operation
    2. Configure EtherChannel
    3. Verify and Troubleshoot EtherChannel
7. DHCPv4 Implement DHCPv4 to operate across multiple LANs.
    1. DHCPv4 Operation
    2. Configure DHCPv4 Server
    3. Configure DHCPv4 Client
8. SLAAC and DHCPv6 Concepts Explain the operation of dynamic address allocation in IPv6 networks.
    1. SLAAC and DHCPv6
    2. Configuring DHCPv6
9. FHRP Concepts

   Explain how FHRPs provide default gateway services in a redundant network.
    1. First Hop Redundancy
10. LAN Security Concepts Explain how vulnerabilities compromise LAN security.
    1. Endpoint Security
    2. Access Control Explain how AAA and 802.1x are used to authenticate LAN endpoints and devices.
    3. Layer 2 Security Threats

       Identify Layer 2 vulnerabilities.

4. MAC Address Table Attack Explain how a MAC address table attack compromises LAN security.
5. LAN Attacks Explain how LAN attacks compromises LAN security.

11. Switch Security Configuration Configure switch security to mitigate LAN attacks.
    1. Implement Port Security
    2. Mitigate VLAN Attacks
    3. Mitigate DHCP Attacks
    4. Mitigate ARP Attacks
    5. Mitigate STP Attacks
12. WLAN Concepts Explain how WLANs enable network connectivity.
    1. Introduction to Wireless
    2. Components of WLANs
    3. WLAN Operation
    4. CAPWAP Operation
    5. Channel Management
    6. WLAN Threats
    7. Secure WLANs Describe WLAN security mechanisms. Module Topic Objective
13. WLAN Configuration Implement a WLAN using a wireless router and WLC.
    1. Remote Site WLAN Configuration
    2. WLC Configuration
    3. Troubleshoot WLAN Issues
14. Routing Concepts Explain how routers use information in packets to make forwarding decisions.
    1. Features of a Router
    2. Forwarding Packets from Source to Destination
    3. Basic Router Settings
    4. IP Routing Table
    5. Dynamic and Static Routing
15. IP Static Routing Configure IPv4 and IPv6 floating static routes.
    1. Configure IP Static Routes
    2. Configure IP Default Static Routes
    3. Configure Floating Static Routes
    4. Configure Static Host Routes
16. Troubleshoot Static and Default Routes Explain how to troubleshoot static and default route configurations.
    1. Packet Processing with Static Routes
    2. Troubleshoot IPv4 Static and Default Route Configuration

Methods of Instruction:

1. Lab - Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
2. Simulations - Use Packet Tracer network simulation software to practice various concepts being learned.

Typical Assignments

A. Laboratory:

1. Using two routers, two switches and two computers, configure VLAN20 and VLAN30 to send and receive Ethernet frames to the correct devices.
2. Using the DHCP4 and DHCP6 features on your router, demonstrate the correct issuance of IP addresses to different computers.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One exam per week
B. Quizzes
    1. One quiz per week
C. Home Work
    1. Reading and viewing demos
D. Lab Activities
    1. Hands-on Labs in class

Student Learning Outcomes

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

A. Configure and set-up static routing.
B. Implement VLAN and VLAN routing.

Textbooks (Typical):

Textbook:

1. Todd Lammle *Cisco CCNA Certification, 2 Volume Set: Exam 200-301*. 1st ed., Sybex, 2024.
2. Jeremy McDowell *Acing the CCNA Exam*. 1st ed., Manning Publishers, 2024.
3. Wendell Odom *CCNA 200-301 Official Cert Guide Library*. 2nd ed., Cisco Press (Pearson Education), 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Cisco Networking Academy On-line Curriculum. Las Positas College maintains such subscription to Cisco netcad.com..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)

Course Modification: CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) (Launched - Implemented 11-05-2024)
compared with
CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025
Catalog Description
This is course 3 of 3 of the Cisco CCNA Routing and Switching Certification Objectives.
_ The concepts covered in this course include the operation of single-area OSPFv2 in both point-to-point and broadcast multi-access networks; vulnerabilities, threats, and exploits and how they can be mitigated to enhance network security; ACLs operation as part of a network security policy; WAN access technologies used to satisfy business requirements; VPNs and IPsec and their use to secure site-to-site and remote access connectivity; networking devices implementing QoS; Network Design and characteristics of scalable network architectures; network automation enabled through RESTful APIs and configuration management tools; purpose and characteristics of network virtualization.
The hands-on labs include the implementation of single-area OSPFv2 in both point-to-point and broadcast multi-access networks; IPv4 ACLs to filter traffic and secure administrative access; NAT services on the edge router to provide IPv4 address scalability; network management protocols to monitor the network; and Troubleshooting LANs and enterprise networks.

Units/Hours

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

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

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes

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

Credit-by-Industry-Recognized-Training ~~No~~ Yes

Course Objectives

Objectives

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

1. ~~**Group Title** - Manage Cisco IOS® Software licensing and configuration files~~
    1. **Objective Text**
       Explain how vulnerabilities, threats, and exploits can be mitigated to enhance network security.
2. **Group Title** Explain how ACLs are used as part of a network security policy
3. **Group Title** Implement IPv4 ACLs to filter traffic and secure administrative access.
4. **Group Title** Implement NAT services on the edge router to provide IPv4 address scalability.
5. **Group Title** Explain how WAN access technologies can be used to satisfy business requirements.
6. **Group Title** Explain how networking devices implement QoS.

Course Content

Lab Content

1. Configure Numbered Standard IPv4 ACLs
2. Configure Named Standard IPv4 ACLs
3. Configure and Modify Standard IPv4 ACLs
4. Configure Extended IPv4 ACLs
5. Configure and Verify Extended IPv4 ACLs – Physical Mode
6. Investigate NAT Operations
7. Configure Static NAT
8. Configure Dynamic NAT
9. Configure PAT
10. Configure NAT for IPv4
11. Use CDP to Map a Network
12. Use LLDP to Map a Network

13. Configure and Verify NTP
14. Back Up Configuration Files
15. Use TFTP and Flash to Manage Configuration Files – Physical Mode
16. Research and Execute Password Recovery Procedures – Physical Mode
17. Use a TFTP Server to Upgrade a Cisco IOS Image
18. Configure CDP, LLDP, and NTP
19. Troubleshoot Enterprise Networks
20. Explore DNS Traffic
21. Configure NAT for IPv4
22. Research Broadband Internet Access Technologies
23. Research Network Monitoring Software
24. Use Tera Term to Manage Router Configuration Files
25. Use TFTP, Flash, and USB to Manage Configuration Files
26. Research Password Recovery Procedures
27. Configure CDP, LLDP, and NTP
28. Install Linux in a Virtual Machine and Explore the GUI

Methods of Instruction

Check all that apply:

- ~~Demonstration~~ Lab
  Comments
  Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
- ~~Discussion~~ Simulations
  Comments
- Use ~~Lab~~

~~Comments~~ Packet

- Tracer ~~Lecture~~
  ~~Comments~~ network
  simulation software to practice various concepts being learned.

Equity Based Curriculum

- Assignments
  Address
  Retakes are allowed on Lab activities.
  Lab activities are accessible from any operating system.
  Computers in Computer Center are capable of running most of the simulation software and Internet-based activities.
  One or more student workstations are wheelchair accessible.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Sing the CDP protocol. map a network topology showing nearby routers.
   2. Write a paragraph explaining the benefits and the operation of a VPN using IPsec protocol for secure connections. Include other required protocols.
   3. Set up a static NAT on a LAN and demonstrate the correct address translation of packets as the leave and enter the router.

~~Requisites/Requisite Validation~~

Student Learning Outcomes

~~Requisites~~ **Learning Outcomes**

1. ~~**Requisite**~~ **Outcome** ~~**Type**~~ **Text** ~~Recommended~~
   Demonstrate ~~Course~~ an ~~Preparation~~
   ~~**Subject**~~ understanding ~~CNT~~ of ~~(Computer~~ how ~~Networking~~ to ~~Technology)~~
   ~~**Requisite Course**~~ - ~~CNT 8002 - Cisco CCNA2/3 Switching~~ design , ~~Routing~~ secure, operate , and ~~Wireless~~ troubleshoot ~~Essentials~~ enterprise networks.

Demonstrate an understanding of wide area network (~~SRWE~~ WAN) technologies, quality of service (~~Historical~~ QoS)

~~Non~~ ~~Course~~ **mechanisms,** ~~Requirements~~ and software-defined networking (SDN) concepts.

~~Min~~ This ~~Grade~~ SLO ~~C~~

~~Comments~~ maps ~~–~~

~~Requisite~~ to ~~Validation~~ the ~~Content~~ following ~~Review~~

~~Skills~~ Institutional ~~Analysis~~

~~Requisite~~ Learning ~~Course~~ Outcomes ~~Objective~~ (~~s~~ ILOs) , please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ~~Configure devices by using security best practices~~
  ~~Degree of Importance~~ ~~Recommended~~ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ~~Explain how Layer 2 switches forward data~~
  ~~Degree of Importance~~ ~~Recommended~~ _ **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ~~Implement VLANs and trunking in a switched network~~
  ~~Degree of Importance~~ ~~Recommended~~ _ **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ~~Troubleshoot inter-VLAN routing on Layer 3 devices~~
  ~~Degree~~ _ _ **Solve Problems** : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ~~Importance~~ ideas ~~Recommended~~ to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ~~Explain how STP enables redundancy in a Layer 2 network~~
  ~~Degree of Importance~~ ~~Recommended~~ _ **Make Decisions** : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- ~~Implement DHCPv4~~
  CLO(ILO) to ~~operate~~ SLO ~~across~~ Map ~~multiple~~ Top ~~LANs~~ ILO Grouping(Delta) _
  ~~Degree of Importance~~ ~~Recommended~~ _ **Develop Ideas** : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ~~Implement single-area OSPFv2 in both point-to-point and broadcast multiaccess networks~~
  ~~Degree of Importance~~ ~~Recommended~~ Determine which technology will effectively and efficiently produce the desired results
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ~~Explain~~

how vulnerabilities Use appropriate technology to acquire , threats organize, analyze , and exploits can be mitigated to enhance network security
Degree of Importance - Recommended communicate

- - Implement NAT services on the edge router
  CLO(ILO) to provide SLO IPv4 Map address Top scalability ILO Grouping(Delta)
  Degree of Importance Recommended Demonstrate ethical, legal, and safe practices when using technology
- - Implement network management protocols
  CLO(ILO) to monitor SLO the Map network Top ILO Grouping(Delta)
  Degree of Importance Recommended
- Explain Use the critical characteristics thinking of skills scalable to network identify architectures
  Degree and of apply Importance appropriate Recommended
- technology Troubleshoot to enterprise achieve networks
  Degree of Importance - Recommended objectives

Distance Education

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

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

a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

Textbooks/Materials

Textbook

1. **Author(s)** ~~Todd Lammle~~ Wendell
   ~~**Title** - Enterprise Networking, Security, and Automation v7.0 (ENSA)~~
   ~~**Edition** - 1~~
   ~~**Publisher** - Sybex~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2020~~
2. ~~**Author(s)** - Allan Johnson~~
   ~~**Title** - Guide to Cisco CCNA 3 v7.0 Enterprise Networking, Security, and Automation Certification Kit~~
   ~~**Edition** - 1~~
   ~~**Publisher** - Cisco Press~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2020~~
3. ~~**Author(s)** - Wendell~~ Odom
   Title CCNA 200-301 Official Cert Guide ~~Vol.~~ Library
   Edition ~~3~~ 2nd
   Publisher Cisco Press (Pearson Education)
   ISBN-13 978-0138221393
   Year ~~2020~~ 2024
4. **Author(s)** Jeremy McDowell
   Title Acing the CCNA Exam
   Edition 1st
   Publisher Manning Publishers
   ISBN-13 978-1633437678
   Year 2024
5. **Author(s)** Todd Lammle
   Title Cisco CCNA Certification, 2 Volume Set: Exam 200-301
   Publisher Sybex
   ISBN-13 978-1119677611
   Year 2024

General Education/Transfer Request

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

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

C-ID ITIS 150
Already approved unsubstantial change ~~No~~ Yes

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

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

Codes and Dates

Course Codes

Originator ~~Daoud, Moh~~ Weichert, Jeffrey

Origination Date
10/ ~~12~~ 31 / ~~2019~~ 2024

Parent Course
CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/21/2020~~
- State Approval
  ~~01/27/2020~~
- CC Approval
  ~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date
~~08/15/2020~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Computer Networking Technology 8003
Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)

Effective: Fall 2025

Catalog Description:

CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)
3.00 Units

This is course 3 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include the operation of single-area OSPFv2 in both point-to-point and broadcast multi-access networks; vulnerabilities, threats, and exploits and how they can be mitigated to enhance network security; ACLs operation as part of a network security policy; WAN access technologies used to satisfy business requirements; VPNs and IPsec and their use to secure site-to-site and remote access connectivity; networking devices implementing QoS; Network Design and characteristics of scalable network architectures; network automation enabled through RESTful APIs and configuration management tools; purpose and characteristics of network virtualization. The hands-on labs include the implementation of single-area OSPFv2 in both point-to-point and broadcast multi-access networks; IPv4 ACLs to filter traffic and secure administrative access; NAT services on the edge router to provide IPv4 address scalability; network management protocols to monitor the network; and Troubleshooting LANs and enterprise networks.

Course Grading: Optional

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

Discipline:

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. Configure and troubleshoot routers in a complex routed IPv4 or IPv6 network using single-area OSPFV2
B. Manage Cisco IOS® Software licensing and configuration files
C. Explain how vulnerabilities, threats, and exploits can be mitigated to enhance network security.
D. Explain how ACLs are used as part of a network security policy
E. Implement IPv4 ACLs to filter traffic and secure administrative access.
F. Implement NAT services on the edge router to provide IPv4 address scalability.
G. Explain how WAN access technologies can be used to satisfy business requirements.
H. Explain how networking devices implement QoS.

Course Content:

Lab:

1. Configure Numbered Standard IPv4 ACLs
2. Configure Named Standard IPv4 ACLs
3. Configure and Modify Standard IPv4 ACLs
4. Configure Extended IPv4 ACLs
5. Configure and Verify Extended IPv4 ACLs – Physical Mode
6. Investigate NAT Operations
7. Configure Static NAT
8. Configure Dynamic NAT
9. Configure PAT
10. Configure NAT for IPv4
11. Use CDP to Map a Network
12. Use LLDP to Map a Network
13. Configure and Verify NTP
14. Back Up Configuration Files
15. Use TFTP and Flash to Manage Configuration Files – Physical Mode
16. Research and Execute Password Recovery Procedures – Physical Mode
17. Use a TFTP Server to Upgrade a Cisco IOS Image
18. Configure CDP, LLDP, and NTP
19. Troubleshoot Enterprise Networks
20. Explore DNS Traffic
21. Configure NAT for IPv4
22. Research Broadband Internet Access Technologies
23. Research Network Monitoring Software
24. Use Tera Term to Manage Router Configuration Files
25. Use TFTP, Flash, and USB to Manage Configuration Files
26. Research Password Recovery Procedures
27. Configure CDP, LLDP, and NTP
28. Install Linux in a Virtual Machine and Explore the GUI

Lecture:

1. Single-Area OSPFv2 Concepts
    1. OSPF Features and Characteristics: Describe basic OSPF features and characteristics.
    2. OSPF Packets: Describe the OSPF packet types used in single-area OSPF.

3. OSPF Operation: Explain how single-area OSPF operates.

2. Single-Area OSPFv2 Configuration
    1. OSPF Router ID: Configure an OSPFv2 router ID.
    2. Point-to-Point OSPF Networks: Configure single-area OSPFv2 in a point-to-point network.
    3. Multiaccess OSPF Networks: Configure the OSPF interface priority to influence the DR/BDR election in a multiaccess network.
    4. Modify Single-Area OSPFv2: Implement modifications to change the operation of single-area OSPFv2.
    5. Default Route Propagation: Configure OSPF to propagate a default route.
    6. Verify Single-Area OSPFv2: Verify a single-area OSPFv2 implementation.
3. Network Security Concepts
    1. Current State of Cybersecurity: Describe the current state of cybersecurity and vectors of data loss.
    2. Threat Actors: Describe the threat actors who exploit networks.
    3. Threat Actor Tools: Describe tools used by threat actors to exploit networks.
    4. Malware: Describe malware types.
    5. Common Network Attacks: Describe common network attacks.
    6. IP Vulnerabilities and Threats: Explain how IP vulnerabilities are exploited by threat actors.
    7. TCP and UDP Vulnerabilities: Explain how TCP and UDP vulnerabilities are exploited by threat actors.
    8. IP Services: Explain how IP services are exploited by threat actors.
    9. Network Security Best Practices: Describe best practices for protecting a network.
    10. Cryptography: Describe common cryptographic processes used to protect data in transit.
4. ACL Concepts
    1. Purpose of ACLs: Explain how ACLs are used as part of a network security policy.
    2. Wildcard Masks in ACLs: Explain how ACLs use wildcard masks.
    3. Guidelines for ACL Creation: Explain how to create ACLs.
    4. Types of IPv4 ACLs: Compare standard and extended IPv4 ACLs.
5. ACLs for IPv4 Configuration
    1. Configure Standard IPv4 ACLs: Configure standard IPv4 ACLs to filter traffic to meet networking requirements.
    2. Modify IPv4 ACLs: Use sequence numbers to edit existing standard IPv4 ACLs.
    3. Secure VTY Ports with a Standard IPv4 ACL: Configure a standard ACL to secure vty access.
    4. Structure of an Extended IPv4 ACL: Explain the structure of an extended access control entry (ACE).
    5. Configure Extended IPv4 ACLs: Configure extended IPv4 ACLs to filter traffic according to networking requirements.
6. NAT for IPv4
    1. NAT Characteristics: Explain the purpose and function of NAT.
    2. Types of NAT: Explain the operation of different types of NAT.
    3. NAT Advantages: Describe the advantages and disadvantages of NAT.
    4. Configure Static NAT: Configure static NAT using the CLI.
    5. Configure Dynamic NAT: Configure dynamic NAT using the CLI.
    6. Configure PAT: Configure PAT using the CLI.
    7. NAT and IPv6: Describe NAT for IPv6.

7. WAN Concepts
    1. Purpose of WANs: Explain the purpose of a WAN.
    2. WAN Operations: Explain how WANs operate.
    3. Private WAN Infrastructures Compare private WAN technologies.
    4. Public WAN Infrastructure: Compare public WAN technologies.
    5. Selecting WAN Services: Describe the appropriate WAN protocol and service for a specific network requirement.
    6. Serial Communications: Explain the fundamentals of point-to-point serial communication across a WAN.
    7. Broadband Connections Compare remote access broadband connection options for small to medium-sized businesses.
8. VPN and IPsec Concepts
    1. VPN Technology: Describe benefits of VPN technology.
    2. Types of VPNs: Describe different types of VPNs
    3. IPsec: Explain how the IPsec framework is used to secure network traffic.
9. QoS Concepts
    1. Network Transmission Quality: Explain how network transmission characteristics impact quality.
    2. Traffic Characteristics: Describe minimum network requirements for voice, video, and data traffic.
    3. Queuing Algorithms: Describe the queuing algorithms used by networking devices.
    4. QoS Models: Describe the different QoS models.
    5. QoS Implementation Techniques: Explain how QoS uses mechanisms to ensure transmission quality.
10. Network Management
    1. Device Discovery with CDP: Use CDP to map a network topology.
    2. Device Discovery with LLDP: Use CDP to map a network topology.
    3. NTP: Implement NTP between an NTP client and NTP server.
    4. SNMP Operation: Explain how SNMP operates.
    5. Syslog Operation: Explain syslog operation.
    6. Router and Switch File Maintenance: Use commands to back up and restore an IOS configuration file.
    7. IOS Image Management: Perform an upgrade an IOS system image.
11. Network Design
    1. Converged Networks: Explain how data, voice, and video are converged in a switched network.
    2. Switched Networks: Describe a switched network in a small to medium-sized business.
    3. Cisco Validated Designs: Describe hierarchical small business network designs.
    4. Scalable Networks: Explain considerations for designing a scalable network.
    5. Switch Hardware: Explain how switch hardware features support network requirements.
    6. Router Hardware: Describe the types of routers available for small to-medium-sized business networks.
12. Network Troubleshooting
    1. Network Documentation: Explain how network documentation is developed and used to troubleshoot network issues.
    2. Troubleshooting Process: Describe the general troubleshooting process.

3. Isolate the Issue Using Layered Models: Compare troubleshooting methods that use a systematic, layered approach.
4. Troubleshooting Tools: Describe different networking troubleshooting tools.
5. Symptoms and Causes of Network Problems: Determine the symptoms and causes of network problems using a layered model.
6. Troubleshooting IP Connectivity: Troubleshoot a network using the layered model.

13. Network Virtualization
    1. Cloud Computing: Explain the importance of cloud computing.
    2. Virtualization: Explain the importance of virtualization.
    3. Virtual Network Infrastructure: Describe the virtualization of network devices and services.
    4. Software-Defined Networking: Describe software-defined networking.
    5. Controllers: Describe controllers used in network programming.
14. Network Automation
    1. Automation Overview: Describe automation.
    2. Data Formats: Compare JSON, YAML, and XML data formats.
    3. APIs: Explain how APIs enable computer to computer communications.
    4. REST: Explain how REST enables computer to computer communications.
    5. Configuration Management: Compare the configuration management tools Puppet, Chef, Ansible, and SaltStack
    6. IBN and Cisco DNA Center: Explain how Cisco DNA center enables intent-based networking.

Methods of Instruction:

1. Lab - Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
2. Simulations - Use Packet Tracer network simulation software to practice various concepts being learned.

Typical Assignments

A. Laboratory:
    1. Sing the CDP protocol. map a network topology showing nearby routers.
    2. Write a paragraph explaining the benefits and the operation of a VPN using IPsec protocol for secure connections. Include other required protocols.
    3. Set up a static NAT on a LAN and demonstrate the correct address translation of packets as the leave and enter the router.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One exam per week
B. Quizzes
    1. One quiz per week
C. Lab Activities
    1. Hands-on Labs in class

Student Learning Outcomes

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

A. Demonstrate an understanding of how to design, secure, operate, and troubleshoot enterprise networks. Demonstrate an understanding of wide area network (WAN) technologies, quality of service (QoS) mechanisms, and software-defined networking (SDN) concepts.

Textbooks (Typical):

Textbook:

1. Wendell Odom *CCNA 200-301 Official Cert Guide Library*. 2nd ed., Cisco Press (Pearson Education), 2024.
2. Jeremy McDowell *Acing the CCNA Exam*. 1st ed., Manning Publishers, 2024.
3. Todd Lammle *Cisco CCNA Certification, 2 Volume Set: Exam 200-301*. 1st ed., Sybex, 2024.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: DANC 2A - Jazz Dance Fundamentals/Beginning

Course Modification: DANC 2A - Jazz Dance Fundamentals/Beginning (Launched - Implemented 11-04-2024)
compared with
DANC 2A - Jazz Dance Fundamentals/Beginning (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

~~**Lecture Hours**~~	
Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content
Lab Content

1. Preparation for dancing
    1. Warm-up exercises
    2. Execution of rhymic patterns
    3. Stretch and strengthening exercises
2. Instructor choreographed Center, Floor and Across the Floor movements

1. Jazz dance technique
2. Movement combinations with rythmic structure
3. Execution to choreographed phrases

3. Execute and verbalize intricate rhythmic structure as it relates to the dance
4. Identify the history, geography and cultural forces that shaped this dance form
5. Analysis of costumes/instruments and accessories utilized in this dance form
6. Students will perform a jazz dance at end of semester

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Short videos via canvas or in class based in Dance history, Dance Anatomy, proper movement technique, or choreographic process.
- Classroom Activity
  Comments
  1. Class warmup/ Center exercises
  Class begins with warmup, and Jazz specific center exercises - working rhythm, coordination, and isolations.
  2. Across the floor
  Jazz technical elements across the floor - preparing the body for larger movements using space.
  3. Combination
  Class will learn 3 different Jazz combinations through the semester. Each week the last portion of class is dedicated to learning choreography and executing technical elements within a Jazz combination.
- Demonstration
  Comments
  Demonstration and explanation for all exercises provided by the professor prior to executing each exercise - center, across the floor, and combination.
- Discussion
  Comments
  Discussion is consistent in class on the reading topics at the beginning, and throughout class about placement and modifications.
- ~~Lecture~~ Field Trips

- Lab
- Observation
  Comments

Equity Based Curriculum

- Measurable Objectives
  Address
  Course objective: Illustrate an awareness and appreciation of the cultural, social and individual forces that contribute to this art form.
- Course Content
  Address
  Readings and class content including the historical, cultural, and social forces contributing to Jazz dance
- Methods of Instruction
  Address
  Instruction and corrections provided in a variety of forms to reach all different learning types: Demonstration, Auditory explanation, Video references, Anatomical explanation, etc.
- Assignments
  Address
  Readings cover the cultural, social and individual forces that contribute to the art form
- Methods of Evaluation
  Address
  Evaluations based on the individual student and personal growth. Modifications and any accommodations are provided by the professor. Students are encouraged to meet with the professor on an individual basis to discuss any modifications to movements needed.
- Typical Texts
  Address
  Readings cover the cultural, social and individual forces that contribute to the art form

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Oral presentation of influential figures in jazz dance.
   2. Execute dance movments with attention to rhythmic stucture.
   3. Writing assignments critquing and evaluating video and live concert dance
   4. Reading assignments of articles and essays on cultural and hisorical aspects of this dance form with critical analysis.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of DANC 2A, students should be able to critique~~ Critique jazz dance performances in terms of the intent, success of the choreographer,
   technique of the dancers, and incorporation of the elements of dance.
2. **Outcome Text**
   ~~Upon completion of DANC 2A, students should be able to execute~~ Execute movement reflecting the desired timing and musicality at an introductory level.
3. **Outcome Text**
   ~~Upon completion of DANC 2A, students should be able to perform~~ Perform dance technique specific to jazz dance at an introductory level.

Methods of Evaluation

Methods

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

- ~~Class Participation~~ Quizzes
  Frequency
  ~~Daily~~ weekly
- Class Participation
- Class Work
  Frequency
  Daily
- Class Performance
  Frequency
  last day of class

Distance Education

Effective Term Fall 2025

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

Yes

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

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

~~**Delivery Methods**~~

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

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

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

~~In discussing with our Dean, we felt that there must be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Dance and Conservatory programs are not forced to suspend their engagement in Dance. After suspension of Dance classes for Fall 2020, further suspension could result in the elimination of the program. This course covers various movement forms with an emphasis on rhythm, style and proper techniques. Students will learn a variety of jazz phrases and will be expected to perform a jazz dance at the introductory level by the end of the semester.~~

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

~~The~~ Emergency ~~decision~~ Delivery ~~was~~ Methods

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

- ~~made~~ **Emergency** ~~**after**~~ **Fully** ~~**discussion**~~ **Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online** **with** ~~**colleagues,**~~ **Flexible** ~~**our**~~ **In-Person** ~~**Dean,**~~ **Component** ~~**and**~~ **(EOFI):** ~~**hearing**~~ ~~from students~~ *taught their desire to continue to move forward online with their flexible educational in-person goals component only in case of emergency* .

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

As this is a movement based class, the best educational option for students would be in person. On an emergency basis, such as the shutdown in 2020, the class could be adapted to online meetings and videos for materials

Accessibility

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

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

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

Syllabus

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

- Instructor response time .
- ~~Proper~~ Grade ~~color~~ turnaround ~~contrast~~ time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity .

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~Yes~~ No

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

~~Yes~~ No

A student can achieve the same goals and objectives identified in the course outline of record. ~~Yes~~ No

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

~~Yes~~ No

The same assessments and level of student accountability can be achieved. ~~Yes~~ No

DE Course Interactions

Instructor-Student Interaction

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

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  ~~Weekly~~ Every 4 weeks
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Weekly~~ weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  ~~Weekly~~
- ~~**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~
  ~~**Frequency**~~
  ~~minimum four in person meetings per semester for skills demonstration~~ weekly

Student-Student Interaction

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

- ~~**Peer-editing/critiquing**~~ **Email :** *Students will ~~complete~~ be ~~peer-editing~~ encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  ~~Four~~ weekly
- ~~times~~ **Group per work:** ~~semester~~ *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  Every 4 weeks
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  ~~Weekly~~ weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also

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

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  Every 4 weeks
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  ~~Once~~ 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~Every 6 weeks~~
- ~~**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*~~
  ~~**Frequency**~~
  ~~Weekly~~ weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  ~~Weekly~~ Bi-weekly
- ~~**Other**~~ **Student presentations :** *Students will prepare and present on a topic being studied.*
  Frequency
  ~~One presentations~~ 1 per semester
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~One in class performance~~

Textbooks/Materials

Textbook

1. **Author(s)** ~~Kevin~~ Jacqui ~~Winkler~~ Greene Haas
   Title ~~Big Deal: Bob Fosse and~~ Dance ~~in the American Musical (Broadway Legacies)~~ Anatomy
   Edition ~~First~~ 3rd Edition
   Publisher ~~Oxford~~ Human ~~University Press~~ Kinetics
   Year ~~2018~~ 2024
2. **Author(s)** ~~Dale~~ Lindsay ~~Vicki~~ Guarino, Carlos R.A. Jones, Wendy Oliver
   Title Rooted ~~Survey of African American~~ Jazz Dance : Africanist Aesthetics and Equity in the Twenty-First Century
   Edition ~~First~~
   Publisher ~~Kendall~~ University ~~Hunt~~ Press ~~Publishing~~ of Florida
   Year ~~2017~~ 2024

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- 7 - Kinesiology
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Lloyd, Susan~~ Cherry, Adrianne

Origination Date

~~11~~ 10 / ~~30~~ 22 / ~~2020~~ 2024

Parent Course

DANC 2A - Jazz Dance Fundamentals/Beginning

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/21/2018~~
- CC Approval
  ~~04/30/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date
~~01/01/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Dance 2A
Jazz Dance Fundamentals/Beginning
Effective: Fall 2025

Catalog Description:

DANC 2A - Jazz Dance Fundamentals/Beginning
1.00 Units

This course covers various movement forms with an emphasis on rhythm, style and proper techniques. Students will learn a variety of jazz phrases and will be expected to perform a jazz dance at the introductory level by the end of the semester.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Dance

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 a specific style of jazz dance.
B. Develop body connectivity, strength and agility through dance.
C. Demonstrate the rhythm and musicality inherent to the dance form.
D. Demonstrate a dance form and skill acquisition through performance.
E. Illustrate an awareness and appreciation of the cultural, social and individual forces that contribute to this art form.
F. Develop an ability to critically appreciate and evaluate concert dance.

Course Content:

1. Preparation for dancing

    1. Warm-up exercises
    2. Execution of rhymic patterns
    3. Stretch and strengthening exercises
2. Instructor choreographed Center, Floor and Across the Floor movements
    1. Jazz dance technique
    2. Movement combinations with rythmic structure
    3. Execution to choreographed phrases
3. Execute and verbalize intricate rhythmic structure as it relates to the dance
4. Identify the history, geography and cultural forces that shaped this dance form
5. Analysis of costumes/instruments and accessories utilized in this dance form
6. Students will perform a jazz dance at end of semester

Methods of Instruction:

1. Demonstration - Demonstration and explanation for all exercises provided by the professor prior to executing each exercise - center, across the floor, and combination.
2. Observation
3. Discussion - Discussion is consistent in class on the reading topics at the beginning, and throughout class about placement and modifications.
4. Audio-visual Activity - Short videos via canvas or in class based in Dance history, Dance Anatomy, proper movement technique, or choreographic process.
5. Classroom Activity - 1. Class warmup/ Center exercises Class begins with warmup, and Jazz specific center exercises - working rhythm, coordination, and isolations. 2. Across the floor Jazz technical elements across the floor - preparing the body for larger movements using space. 3. Combination Class will learn 3 different Jazz combinations through the semester. Each week the last portion of class is dedicated to learning choreography and executing technical elements within a Jazz combination.
6. Field Trips
7. Lab

Typical Assignments

A. Laboratory:
    1. Oral presentation of influential figures in jazz dance.
    2. Execute dance movments with attention to rhythmic stucture.
    3. Writing assignments critquing and evaluating video and live concert dance
    4. Reading assignments of articles and essays on cultural and hisorical aspects of this dance form with critical analysis.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Every six weeks
B. Class Participation
    1. Daily
C. Class Work
    1. Daily

D. Class Performance
    1. last day of class
E. Quizzes
    1. weekly

Student Learning Outcomes

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

A. Critique jazz dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
B. Execute movement reflecting the desired timing and musicality at an introductory level.
C. Perform dance technique specific to jazz dance at an introductory level.

Textbooks (Typical):

Textbook:

1. Jacqui Greene Haas *Dance Anatomy.* 3rd Edition ed., Human Kinetics, 2024.
2. Lindsay Guarino, Carlos R.A. Jones, Wendy Oliver *Rooted Jazz Dance: Africanist Aesthetics and Equity in the Twenty-First Century.*, University Press of Florida, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Students are to provide their own dance apparel and footwear..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: DANC 2B - Jazz Dance Beginning/Intermediate

Course Modification: DANC 2B - Jazz Dance Beginning/Intermediate (Launched - Implemented 11-04-2024)
compared with
DANC 2B - Jazz Dance Beginning/Intermediate (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content
Lab Content

1. Warm-up exercises
    1. Execution of rhymic patterns as indicative of a beginning/intermediate level
    2. Stretch and strengthening exercises at a beginning/intermediate level
    3. Instructor choreographed Center, Floor and Across the Floor movements relative to beginning/intermediate level
2. Beginning/Intermediate Jazz dance technique

1. Movement combinations with rythmic structure
2. Execution to choreographed phrases
3. Execute and verbalize intricate rhythmic structure as it relates to the beginning/intermediate dance

3. Assess the history, geography and cultural forces that shaped this dance form
4. Distinguish the costumes/instruments and accessories utilized in this dance form
5. Students will choreograph and perform a jazz dance at the beginning/intermedieate level at end of semester

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Video or presentations on dance history, dance anatomy, dance performance, or choreographic process
- Classroom Activity
  Comments
  Class begins with warmup and exercises center, then traveling across the floor, and finishes with learning a combination.
- Demonstration
  Comments
  Professor will provide demonstration of all exercises/ across the floor/ combinations
- Discussion
  Comments
- Discussion ~~Lecture~~
  ~~**Comments**~~ in
  class will be based on choreographic process, observation of classwork, readings, anatomical placement, etc.
- Observation
  Comments
  Observation by other students and professor of combinations
- Student Presentations
  Comments
  Students will present 3 learned combinations through the semester and create their own dance to present to the class for the final

Equity Based Curriculum

- Measurable Objectives
  Address
  Assess the cultural, social and individual forces that contribute to jazz dance.
- Course Content
  Address
  Readings and class content including the historical, cultural, and social forces contributing to Jazz dance
- Methods of Instruction
  Address
  Instruction and corrections provided in a variety of forms to reach all different learning types: Demonstration, Auditory explanation, Video references, Anatomical explanation, etc.
- Assignments
  Address
  Readings cover the cultural, social and individual forces that contribute to the art form
- Methods of Evaluation
  Address
  Evaluations based on the individual student and personal growth. Modifications and any accommodations are provided by the professor. Students are encouraged to meet with the professor on an individual basis to discuss any modifications to movements needed.
- Typical Texts
  Address
  Readings cover the cultural, social and individual forces that contribute to the art form

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Oral presentation of an influential figure in Jazz dance.
   2. Demonstrate correct technique while duplicating combinations choreographed by instructor
   3. Attendence to a live jazz dance concert or video and a written review assessing the choreographic form, intention and performance skills.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of DANC 2B, students should be able to critique~~ Critique jazz dance performances in terms of the intent, success of the choreographer,

technique of the dancers, and incorporation of the elements of dance.

2. **Outcome Text**
   ~~Upon completion of DANC 2B, students should be able to execute~~ Execute movement reflecting the desired timing and musicality at an intermediate level.
3. **Outcome Text**
   ~~Upon completion of DANC 2B, students should be able to perform~~ Perform dance technique specific to jazz dance at an intermediate level.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Requisite Validation ~~Content Review~~ Advisory

Catalog View **Recommended Course Preparation:** DANC 2A with a minimum grade of C

Methods of Evaluation

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

- Quizzes
  Frequency
  weekly
- Papers
  Frequency
  1 per semester
- Class Participation
  Frequency
  Daily
- Class Work
  Frequency
  Daily
- Class Performance
  Frequency
  last day of class

Distance Education

Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
~~**Delivery Methods**~~

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

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

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

In discussing with our Dean, we felt that there must be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Dance and Conservatory programs are not forced to suspend their engagement in Dance. After suspension of Dance classes for Fall 2020, further suspension could result in the elimination of the program. This course covers various movement forms with an emphasis on rhythm, style and proper techniques. Students will learn
a variety of jazz phrases and will be expected to choreograph and perform a jazz dance at the advanced beginning/intermediate level by the end of the semester.

Emergency Delivery Methods

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

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

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

In discussing with our Dean, we felt that there must be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Dance and Conservatory programs are not forced to suspend their engagement in Dance. After suspension of Dance classes for Fall 2020, further suspension could result in the elimination of the program. This course covers various movement forms with an emphasis on rhythm, style and

proper techniques. Students will learn
a variety of jazz phrases and will be expected to choreograph and perform a jazz dance at the advanced beginning/intermediate level by the end of the semester. As this is a movement based class the best educational option for students would be in person, however in emergency cases can be adapted to DE.

Syllabus

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

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

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~Yes~~ No

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

~~Yes~~ No

A student can achieve the same goals and objectives identified in the course outline of record. ~~Yes~~ No

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

~~Yes~~ No

The same assessments and level of student accountability can be achieved. ~~Yes~~ No

Textbooks/Materials

Textbook

1. **Author(s)** Jacqui ~~Kevin~~ Greene ~~Winkler~~ Haas
   Title ~~Big Deal: Bob Fosse and~~ Dance ~~in the American Musical (Broadway Legacies~~ Anatomy
   Edition ~~1st~~ Third
   Publisher Human ~~Oxford University Press~~ Kinetics
   Year ~~2018~~ 2024
2. **Author(s)** ~~Dale~~ Lindsay ~~Vicki~~ Guarino, Carlos R.A. Jones, Wendy Oliver
   Title ~~Survey~~ Rooted ~~of African American~~ Jazz Dance : Africanist Aesthetics and Equity in the Twenty-First Century
   Edition ~~1st~~ First
   Publisher ~~Kendall~~ University ~~Hunt~~ Press ~~Publishing~~ of Florida
   Year ~~2017~~ 2024

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- 7 - Kinesiology
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Lloyd, Susan~~ Cherry, Adrianne

Origination Date

11/ ~~30~~ 03 / ~~2020~~ 2024

Parent Course

DANC 2B - Jazz Dance Beginning/Intermediate

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/21/2018~~
- CC Approval
  ~~04/30/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date

~~01/01/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Dance 2B
Jazz Dance Beginning/Intermediate
Effective: Fall 2025

Catalog Description:

DANC 2B - Jazz Dance Beginning/Intermediate
1.00 Units

This course covers various movement forms with an emphasis on rhythm, style and proper techniques. Students will learn a variety of jazz phrases and will be expected to choreograph and perform a jazz dance at the advanced beginning/intermediate level by the end of the semester.

Recommended Course Preparation: DANC 2A with a minimum grade of C

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Dance

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 a specific style of Jazz dance at the Beginning/Intermediate level
B. Apply increased body connectivity, strength and agility at the beginning/intermediate jazz dance form.
C. Demonstrate increased musicality inherent to jazz dance.
D. Produce beginning/intermediate jazz dance skill acquisition.
E. Assess the cultural, social and individual forces that contribute to jazz dance.
F. Critique a video or live jazz dance performance.

Course Content:

1. Warm-up exercises

    1. Execution of rhymic patterns as indicative of a beginning/intermediate level
    2. Stretch and strengthening exercises at a beginning/intermediate level
    3. Instructor choreographed Center, Floor and Across the Floor movements relative to beginning/intermediate level
2. Beginning/Intermediate Jazz dance technique
    1. Movement combinations with rythmic structure
    2. Execution to choreographed phrases
    3. Execute and verbalize intricate rhythmic structure as it relates to the beginning/intermediate dance
3. Assess the history, geography and cultural forces that shaped this dance form
4. Distinguish the costumes/instruments and accessories utilized in this dance form
5. Students will choreograph and perform a jazz dance at the beginning/intermedieate level at end of semester

Methods of Instruction:

1. Demonstration - Professor will provide demonstration of all exercises/ across the floor/ combinations
2. Observation - Observation by other students and professor of combinations
3. Classroom Activity - Class begins with warmup and exercises center, then traveling across the floor, and finishes with learning a combination.
4. Student Presentations - Students will present 3 learned combinations through the semester and create their own dance to present to the class for the final
5. Discussion - Discussion in class will be based on choreographic process, observation of classwork, readings, anatomical placement, etc.
6. Audio-visual Activity - Video or presentations on dance history, dance anatomy, dance performance, or choreographic process

Typical Assignments

A. Laboratory:
    1. Oral presentation of an influential figure in Jazz dance.
    2. Demonstrate correct technique while duplicating combinations choreographed by instructor
    3. Attendence to a live jazz dance concert or video and a written review assessing the choreographic form, intention and performance skills.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Every six weeks
B. Class Participation
    1. Daily
C. Class Work
    1. Daily
D. Class Performance
    1. last day of class
E. Quizzes

1. weekly

F. Papers
    1. 1 per semester

Student Learning Outcomes

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

A. Critique jazz dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
B. Execute movement reflecting the desired timing and musicality at an intermediate level.
C. Perform dance technique specific to jazz dance at an intermediate level.

Textbooks (Typical):

Textbook:

1. Jacqui Greene Haas *Dance Anatomy.* Third ed., Human Kinetics, 2024.
2. Lindsay Guarino, Carlos R.A. Jones, Wendy Oliver *Rooted Jazz Dance: Africanist Aesthetics and Equity in the Twenty-First Century.* First ed., University Press of Florida, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Students are to provide their own dance apparel and footwear..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: DANC 3A - Ballet Fundamentals/Beginning

Course Modification: DANC 3A - Ballet Fundamentals/Beginning (Launched - Implemented 11-04-2024)
compared with
DANC 3A - Ballet Fundamentals/Beginning (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content
Lab Content

1. Barre work in prepartion for centre work including: plies, tendus, degage, rond de jambe a terre, rond de jambe en l'air, frappe, fondu, battements and stretches
2. Centre floor work; connecting steps, adagio, pirouettes and petit allegro
3. Across the floor work including; Grand Allegro, port de bras and reverence
4. Peer and instructor evaluation of ballet technique
5. Introduction to influential figures in ballet

~~**Lab Content**~~

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Short videos via canvas or in class based in Dance history, Dance Anatomy, proper movement technique, or choreographic process.
- Classroom Activity
  Comments
  1. Barre
  -Class begins with exercises at the barre (plies, tendues, degages, rond de jambe, etc.)
  2. Center
  -Class moves center for exercises: Tendues, pirouettes, battements, Petit Allegro, Adagio)
  3. Across the Floor
  - Class moves to combinations traveling across the floor
  4. Variation
  -Class will work on a new variation every 4 weeks. Variations learned are classical choreography.
- Demonstration
  Comments
- Discussion
  Comments
- Lab
  Comments
- Lecture
  Comments
- Observation
  Comments

Equity Based Curriculum

- Measurable Objectives
  Address

  Inspect the cultural forces and individuals that contributed to the origins of ballet
- Course Content
  Address

Readings and class content including the historical, cultural, and social forces contributing to this art form

- Methods of Instruction
  Address
  Instruction and corrections provided in a variety of forms to reach all different learning types: Demonstration, Auditory explanation, Video references, Anatomical explanation, etc.
- Assignments
  Address
  Readings and quizzes cover the cultural, social and individual forces that contribute to the art form
- Methods of Evaluation
  Address
  Evaluations are based on the individual student and personal growth. Modifications and any accommodations are provided by the professor. Students are encouraged to meet with the professor on an individual basis to discuss any modifications to movements needed.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Oral presentation of an influential figure in ballet
   2. Demonstrate adagio, petite allegro. grand allegro, and other ballet combinations choreographed by instructor.
   3. Attend a live dance concert and write a 1-2 page concert review.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of DANC 3A, students should be able to critique~~ Critique ballet performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
2. **Outcome Text**
   ~~Upon completion of DANC 3A, students should be able to execute~~ Execute movement reflecting the desired timing and musicality at an introductory level.
3. **Outcome Text**
   ~~Upon completion of DANC 3A, students should be able to perform~~ Perform dance technique specific to ballet at an introductory level.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

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

Emergency Delivery Methods

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~ This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

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

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

In discussing with our Dean, we felt that there must be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Dance and Conservatory programs are not forced to suspend their engagement in Dance. After suspension of Dance classes for Fall 2020, further suspension could result in the elimination of the program. Introduction to the fundamentals of ballet, including barre, center and across the floor technique. Proper body connectivity, alignment, strength and flexibility will be emphasized.

Syllabus

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

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

- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  minimum four in person meetings per semester for skills demonstration

Textbooks/Materials

Textbook

1. **Author(s)** ~~Marilyn~~ Laurel ~~Z. Z.~~ Victoria ~~Gaston~~ Gray, Dana Tai Soon Burgess
   Title ~~Building~~ Milestones ~~Ballet~~ in ~~Technique~~ Dance ~~(Book 3)~~ History
   Edition ~~First~~
   Publisher ~~CreateSpace Independent Publishing Platform~~ Routledge
   Year ~~2016~~ 2022
2. **Author(s)** ~~Mary~~ Jacqui ~~Helen~~ Haas ~~Bowers~~ Greene
   Title Dance Anatomy
   Edition Third
   Publisher Human Kinetics
   Year 2024
3. **Author(s)** Jennifer Jackson

Title Ballet ~~for Life~~ : ~~Exercises~~ The Essential Guide to Technique and ~~Inspiration~~ Creative ~~from the World of Ballet Beautiful~~ Practice
Edition ~~First~~
Publisher The ~~Rizzoli~~ Crowood Press
ISBN-13
Year ~~2017~~ 2021
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- 7 - Kinesiology
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes
Originator ~~Lloyd, Susan~~ Cherry, Adrianne
Origination Date
11/ ~~30~~ 03 / ~~2020~~ 2024
Parent Course
DANC 3A - Ballet Fundamentals/Beginning
No Previous Course
Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/21/2018~~
- CC Approval
  ~~04/30/2018~~

Instructional Services
Effective Term ~~Spring 2019~~ Fall 2025
Implementation Date
~~01/01/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Dance 3A
Ballet Fundamentals/Beginning
Effective: Fall 2025

Catalog Description:

DANC 3A - Ballet Fundamentals/Beginning
1.00 Units

Introduction to the fundamentals of ballet, including barre, center and across the floor technique. Proper body connectivity, alignment, strength and flexibility will be emphasized.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Dance

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 introductory ballet skills at the barre, center and across the floor
B. Identify and perform beginning ballet terminology
C. Apply increased body connectivity, proper alignment, strength and flexibility to perform ballet fundamentals.
D. Interpret beginning ballet musicality
E. Critically analyze a ballet performance
F. Inspect the cultural forces and individuals that contributed to the origins of ballet

Course Content:

1. Barre work in prepartion for centre work including: plies, tendus, degage, rond de jambe a terre, rond de jambe en l'air, frappe, fondu, battements and stretches

2. Centre floor work; connecting steps, adagio, pirouettes and petit allegro
3. Across the floor work including; Grand Allegro, port de bras and reverence
4. Peer and instructor evaluation of ballet technique
5. Introduction to influential figures in ballet

Methods of Instruction:

1. Demonstration -
2. Observation -
3. Discussion -
4. Audio-visual Activity - Short videos via canvas or in class based in Dance history, Dance Anatomy, proper movement technique, or choreographic process.
5. Lecture -
6. Classroom Activity - 1. Barre -Class begins with exercises at the barre (plies, tendues, degages, rond de jambe, etc.) 2. Center -Class moves center for exercises: Tendues, pirouettes, battements, Petit Allegro, Adagio) 3. Across the Floor - Class moves to combinations traveling across the floor 4. Variation -Class will work on a new variation every 4 weeks. Variations learned are classical choreography.
7. Lab -

Typical Assignments

A. Laboratory:
    1. Oral presentation of an influential figure in ballet
    2. Demonstrate adagio, petite allegro. grand allegro, and other ballet combinations choreographed by instructor.
    3. Attend a live dance concert and write a 1-2 page concert review.

Methods of Evaluating Student Progress

A. Class Work
    1. Daily
B. Class Performance
    1. last day of class
C. Exams/Tests
    1. Every six weeks, a formal technique assessment will be given
D. Class Participation
    1. Daily

Student Learning Outcomes

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

A. Critique ballet performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
B. Execute movement reflecting the desired timing and musicality at an introductory level.
C. Perform dance technique specific to ballet at an introductory level.

Textbooks (Typical):

Textbook:

1. Laurel Victoria Gray, Dana Tai Soon Burgess *Milestones in Dance History.*, Routledge, 2022.
2. Jacqui Haas Greene *Dance Anatomy*. Third ed., Human Kinetics, 2024.
3. Jennifer Jackson *Ballet: The Essential Guide to Technique and Creative Practice.*, The Crowood Press, 2021.

Other Materials Required of Students

Other Materials Required of Students:

1. Students are to provide their own dance apparel and footwear..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: DANC 6A - Choreography for the Stage Fundamentals/Beginning

Course Modification: DANC 6A - Choreography for the Stage Fundamentals/Beginning (Launched - Implemented 11-04-2024)
compared with
DANC 6A - Choreography for the Stage A (Active - Implemented 01-01-2020)

Cover

Course Title Choreography for the Stage ~~A~~ Fundamentals/Beginning
Effective Term ~~Spring~~ Fall ~~2020~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

~~**Lecture Hours**~~	
Lab Hours	108
Inside of Class Hours	108

Course Content

Lecture Content
Lab Content

1. Setting Dance Concert Framework
    1. Selection of choreographers
    2. Placement of students in dance pieces
    3. Choosing theme of concert
    4. Assigning responsibilities for various production jobs

1. Photography
2. Costuming
3. Props
4. Program

2. Planning of Dances
    1. Music
    2. Genre/Style
    3. Group size
    4. Length

3. Incorporating choreographic principles of dance
    1. Use of space
        1. Direction
        2. Floor pattern
        3. Level
        4. Spatial Relationships
        5. Focus
    2. Use of time
        1. Beat
        2. Tempo

3. Meter
4. Accent
5. Duration

3. Energy
    1. Qualities of Movement
    2. Degrees of Energy
    3. Force, Weight, Flow

4. Movement selection
    1. Improvisation
    2. Continuity
    3. Theme restatement
    4. Total movement vocabulary

~~Lab Content~~

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  -Short videos provided on Canvas or in class on Choreographic process
  - video and feedback of students choreography projects
- Classroom Activity
  Comments
  Choreographic exercises and projects
- Critique

Comments
Examining compositions and giving meaningful feedback.

- Individualized Instruction
  Comments
  Instructor observation and critique of dancers' and choreographers' work
- Lab
  Comments
  Guided exploration of choreographic principles working towards a completed work.
- Lecture
  Comments
  Distinguishing and analyzing the elements of dance as observed in choreographic works of students and guest choreographers.

Equity Based Curriculum

- Course Content
  Address
  Course readings/ videos and discussion of choreography will provide a range of different cultural, economic backgrounds and their influence in creating dance in different ways. Our goal is to provide a diverse framework for building choreography and providing the ability to access the students own individual artistry.
- Methods of Instruction
  Address
  Evaluations based on the individual student and personal growth. Modifications and any accommodations are provided by the professor. Students are encouraged to meet with the professor on an individual basis to discuss any modifications to movements needed.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of DANC 6A, students should be able to critique~~ Critique dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
2. **Outcome Text**
   ~~Upon completion of DANC 6A, students should be able to identify~~ Identify appropriate music and costuming for a dance work.
3. **Outcome Text**

~~Upon completion of DANC 6A, students should be able to interact~~ Interact in a professional manner with their choreographer.

Requisites/Requisite Validation

Requisites

1. ~~**Min Grade** -~~
   ~~**Group Title** -~~

   1. **Requisite Type** Recommended Course Preparation
      Subject DANC (Dance)
      Requisite Course DANC ~~5A~~ 7A - Dance Composition
      ~~5A~~ Fundamentals/Beginning (~~Historical~~ Launched)
      ~~**Non Course Requirements** -~~
      Min Grade C
      Comments
      Requisite Validation ~~Content Review~~ Advisory
      ~~**Skills Analysis**~~
      ~~**Requisite Course Objective(s)**~~

      - ~~- Identify and demonstrate the elements of dance: Body, Action, Space, Time and Energy~~
        ~~**Degree of Importance** - Required~~
      - ~~- Discuss and evaluate the elements of dance used in designing and presenting dance compositions~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Construct dance compositons using the elements of dance~~
        ~~**Degree of Importance** - Required~~

   2. ~~**Requisite Type** - Recommended Course Preparation~~
      ~~**Subject** - DANC (Dance)~~
      ~~**Requisite Course** - DANC 5B - Dance Composition 5B(Historical)~~
      ~~**Non Course Requirements** -~~
      ~~**Min Grade** - C~~
      ~~**Comments** -~~
      ~~**Requisite Validation** - Content Review~~
      ~~**Skills Analysis**~~
      ~~**Requisite Course Objective(s)**~~

      - ~~- Identify and demonstrate the choreographic principles of: form, abstraction, style, sound, music and theatrical elements~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Propose feedback using the elements of dance and dance composition~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Construct and create choreographic works using the elements of dance and the choreographic tools of form, abstraction, style, sound, music and theatrical elements~~
        ~~**Degree of Importance** - Recommended~~

Catalog View Recommended Course Preparation: DANC ~~5A with a minimum grade of C, or DANC 5B~~ 7A with a minimum grade of C

Methods of Evaluation

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

- Individual consultation with students
  Frequency
  Biweekly
- Projects
- Group Projects
  Frequency
  Every three weeks
- ~~Group~~ Class ~~Projects~~ Participation
  Frequency
  Daily
- Class ~~Participation~~ Work
  Frequency
  Daily
- Class Performance
  Frequency
  Every three weeks
- Final Performance
  Frequency
  towards end of semester
- Final Public Performance
  Frequency
  end of semester

Distance Education

Does (or will) this course have a DE component? No

Textbooks/Materials

Textbook

1. **Author(s)** ~~Pamela~~ Miranda ~~Anderson~~ Tufnell, ~~Sofras~~ Chris Crickmay
   Title ~~Dance~~ Body ~~Composition~~ Space ~~Basics~~ Image: Notes Towards Improvisation and Performance
   Edition ~~2nd~~ Second
   Publisher ~~Human~~ Triarchy ~~Kinetics~~ Press Ltd.
   Year ~~2019~~ 2023
2. **Author(s)** ~~Erica~~ Jenny ~~Stanton~~ Roche, Stephanie Burridge

Title Choreography: The Basics
Year ~~2017~~

3. ~~**Author(s)** - Sandra Cerny Minton~~
   ~~**Title** - Choreography: A Basic Approach Using Improvisation~~
   ~~**Edition** - 4th~~
   ~~**Publisher** - Human Kinetics~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2017~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~ Yes 2022

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

Las Positas College GE Yes

- 7 - Kinesiology
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Lloyd, Susan~~ Cherry, Adrianne

Origination Date

11/ 03/ ~~19/2019~~ 2024

Parent Course

DANC 6A - Choreography for the Stage A

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/18/2019~~
- State Approval
  ~~06/10/2019~~
- CC Approval
  ~~04/29/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date
~~01/01/2020~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Dance 6A
Choreography for the Stage Fundamentals/Beginning
Effective: Fall 2025

Catalog Description:

DANC 6A - Choreography for the Stage Fundamentals/Beginning
2.00 Units

Exploration of choreographic principles along with stage presentation leading to a full-length concert. Participation in dance works either as a choreographer or performer. Minimal participation in technical and business aspects of production.

Recommended Course Preparation: DANC 7A with a minimum grade of C

Course Grading: Optional

Lab Hours	108
Inside of Class Hours	108

Discipline:

Dance

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Apply basic choreographic principles in creating and performing artistic compositions;
B. Participate in future dance performances with a greater knowledge of the process of dance concert preparation and production;
C. Successfully perform in a dance piece and or/
D. Successfully choreograph a dance piece.

Course Content:

1. Setting Dance Concert Framework
    1. Selection of choreographers

2. Placement of students in dance pieces
3. Choosing theme of concert
4. Assigning responsibilities for various production jobs
    1. Photography
    2. Costuming
    3. Props
    4. Program
2. Planning of Dances
    1. Music
    2. Genre/Style
    3. Group size
    4. Length
3. Incorporating choreographic principles of dance
    1. Use of space
        1. Direction
        2. Floor pattern
        3. Level
        4. Spatial Relationships
        5. Focus
    2. Use of time
        1. Beat
        2. Tempo
        3. Meter
        4. Accent
        5. Duration
    3. Energy
        1. Qualities of Movement
        2. Degrees of Energy
        3. Force, Weight, Flow
    4. Movement selection
        1. Improvisation
        2. Continuity
        3. Theme restatement
        4. Total movement vocabulary

Methods of Instruction:

1. Individualized Instruction - Instructor observation and critique of dancers' and choreographers' work
2. Lab - Guided exploration of choreographic principles working towards a completed work.
3. Critique - Examining compositions and giving meaningful feedback.
4. Audio-visual Activity - -Short videos provided on Canvas or in class on Choreographic process - video and feedback of students choreography projects
5. Lecture - Distinguishing and analyzing the elements of dance as observed in choreographic works of students and guest choreographers.
6. Classroom Activity - Choreographic exercises and projects

Typical Assignments

A. Other:
    1. Choreographer- create and analyze movement phrases or guided improvisations to instruct dancers in advance of rehearsal time.
    2. Dancers- participation in select choreographic works. Consider, collect and practice given movement to become proficient.

Methods of Evaluating Student Progress

A. Projects
    1. Every three weeks
B. Group Projects
    1. Every three weeks
C. Class Participation
    1. Daily
D. Class Performance
    1. Every three weeks
E. Final Performance
    1. towards end of semester
F. Final Public Performance
    1. end of semester
G. Individual consultation with students
    1. Biweekly
H. Class Work
    1. Daily

Student Learning Outcomes

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

A. Critique dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
B. Identify appropriate music and costuming for a dance work.
C. Interact in a professional manner with their choreographer.

Textbooks (Typical):

Textbook:

1. Miranda Tufnell, Chris Crickmay *Body Space Image: Notes Towards Improvisation and Performance*. Second ed., Triarchy Press Ltd., 2023.
2. Jenny Roche, Stephanie Burridge *Choreography: The Basics*. 1st ed., Routledge, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Dance shoes and proper dance attire..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: DANC 6B - Choreography for the Stage Beginning/Intermediate

Course Modification: DANC 6B - Choreography for the Stage Beginning/Intermediate (Launched - Implemented 11-04-2024)
compared with
DANC 6B - Choreography for the Stage B (Active - Implemented 01-01-2020)

Cover

Course Title Choreography for the Stage ~~B~~ Beginning/Intermediate
Effective Term ~~Spring~~ Fall ~~2020~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

Lab Hours	108
Inside of Class Hours	108

Course Content

Lecture Content
Lab Content

1. Rehearsals
    1. Scheduling
    2. Blocking
    3. Polishing
    4. Technical
    5. Dress

2. Production Aspects
    1. Costumes
    2. Props and sets
    3. Lighting
    4. Special effects
    5. Make-up
    6. Sound
    7. Publicity

3. Performances
    1. Feedback

4. Evaluation, analysis and critique of the dance concert and production process
    1. Watching video tape of the concert
    2. Discussion of the concert as a whole and the individual works
    3. Written evaluations

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments

-Short videos provided on Canvas or in class on Choreographic process
- video and feedback of students choreography projects

- Classroom Activity
  Comments
  Choreographic exercises and projects
- Critique
  Comments
  Examining compositions and giving meaningful feedback.
- Individualized Instruction
  Comments
  Instructor observation and critique of dancers' and choreographers' work
- Lab
  Comments
  Guided exploration of choreographic principles working towards a completed work.
- Lecture
  Comments
  Distinguishing and analyzing the elements of dance as observed in choreographic works of students and guest choreographers.

Equity Based Curriculum

- Course Content
  Address
  Course readings/ videos and discussion of choreography will provide a range of different cultural, economic backgrounds and their influence in creating dance in different ways. Our goal is to provide a diverse framework for building choreography and providing the ability to access the students own individual artistry.
- Methods of Instruction
  Address
  Evaluations based on the individual student and personal growth. Modifications and any accommodations are provided by the professor. Students are encouraged to meet with the professor on an individual basis to discuss any modifications to movements needed.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. As a choreographer the student will- create and analyze movement phrases or guided improvisations to instruct dancers in advance of rehearsal time.
   2. Take on an active role in the technical aspects of the stage production

1. Select lighting options for their piece
2. Design, collect or create costumes for their dance work
3. Prepare and design publicity
4. Choose and prepare music selections for their dance work

3. As a dancer, the student will- participate in select choreographic works. Consider, collect and practice given movement to become proficient.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of DANC 6B, students should be able to create~~ Create dance works for the stage.
2. **Outcome Text**
   ~~Upon completion of DANC 6B, students should be able to critique~~ Critique dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
3. **Outcome Text**
   ~~Upon completion of DANC 6B, students should be able to incorporate~~ Incorporate design elements into a dance work, including music, costuming, and lighting.

Requisites/Requisite Validation

Requisites

1. **Group Title**

   1. **Requisite Type** Recommended Course Preparation
      Requisite Course DANC ~~5A~~ 6A - ~~Dance~~ Choreography ~~Composition~~ for ~~5A~~ the Stage Fundamentals/Beginning (~~Historical~~ Launched)
      Requisite Validation ~~Content Review~~ Advisory
      ~~**Skills Analysis**~~
      ~~**Requisite Course Objective(s)**~~

      - ~~- Identify and demonstrate the elements of dance: Body, Action, Space, Time and Energy~~
        ~~**Degree of Importance**~~ ~~- Required~~
      - ~~- Discuss and evaluate the elements of dance used in designing and presenting dance compositions~~
        ~~**Degree of Importance**~~ ~~- Required~~
      - ~~- Construct dance compositons using the elements of dance~~
        ~~**Degree of Importance**~~ ~~- Recommended~~

   2. **Requisite Type** Recommended Course Preparation
      Requisite Course DANC ~~5B~~ 7A - Dance Composition ~~5B~~ Fundamentals/Beginning (~~Historical~~ Launched)
      Requisite Validation ~~Content Review~~ Advisory
      ~~**Skills Analysis**~~
      ~~**Requisite Course Objective(s)**~~

- ~~- Identify and demonstrate the choreographic principles of: form, abstraction, style, sound, music and theatrical elements~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Propose feedback using the elements of dance and dance composition~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Construct and create choreographic works using the elements of dance and the choreographic tools of form, abstraction, style, sound, music and theatrical elements~~
  ~~**Degree of Importance** - Recommended~~

Catalog View **Recommended Course Preparation:** DANC 6A with a minimum grade of C, or DANC 7A with a minimum grade of C

Distance Education

Does (or will) this course have a DE component? No

Textbooks/Materials

Textbook

1. **Author(s)** ~~Sandra Cerny~~ Miranda ~~Minton~~ Tufnell, Chris Crickmay
   Title ~~Choreography~~ Body Space Image : ~~A~~ Notes ~~Basic Approach Using~~ Towards Improvisation and Performance
   Edition ~~4~~ Second
   Publisher ~~Human~~ Triarchy ~~Kinetics~~ Press Ltd
   Year ~~2017~~ 2023
2. **Author(s)** ~~Pamela~~ Jenny ~~Anderson~~ Roche, ~~Sofras~~
   ~~**Title**~~ Stephanie ~~Dance Composition Basics~~
   ~~**Edition** - 2nd~~
   ~~**Publisher** - Human Kinetics~~
   ~~**Year** - 2019~~
3. ~~**Author(s)** - Erica Stanton~~ Burridge
   Title Choreography: The Basics
   Edition 1st
   Publisher Routledge
   ~~**ISBN-13** -~~
   Year ~~2017~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~ 2022

Codes and Dates

Course Codes

Originator ~~Lloyd, Susan~~ Cherry, Adrianne

Origination Date

11/ 03/ ~~19/2019~~ 2024

Parent Course

DANC 6B - Choreography for the Stage B

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/18/2019~~

- State Approval

  ~~06/10/2019~~

- CC Approval

  ~~04/29/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2020~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Dance 6B
Choreography for the Stage Beginning/Intermediate
Effective: Fall 2025

Catalog Description:

DANC 6B - Choreography for the Stage Beginning/Intermediate
2.00 Units

Choreograph dance works specifically for a full length stage production. Involved participation in the technical, creative and business aspects of stage production.

Recommended Course Preparation: DANC 6A with a minimum grade of C, or DANC 7A with a minimum grade of C

Course Grading: Optional

Lab Hours	108
Inside of Class Hours	108

Discipline:

Dance

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Apply progressive aspects of choreographic principles in creating dance works
B. Collaborate with technical, creative and musical production staff
C. Successfully choreograph a dance work for stage production

Course Content:

1. Rehearsals
    1. Scheduling
    2. Blocking
    3. Polishing

4. Technical
5. Dress

2. Production Aspects
    1. Costumes
    2. Props and sets
    3. Lighting
    4. Special effects
    5. Make-up
    6. Sound
    7. Publicity
3. Performances
    1. Feedback
4. Evaluation, analysis and critique of the dance concert and production process
    1. Watching video tape of the concert
    2. Discussion of the concert as a whole and the individual works
    3. Written evaluations

Methods of Instruction:

1. Individualized Instruction - Instructor observation and critique of dancers' and choreographers' work
2. Lab - Guided exploration of choreographic principles working towards a completed work.
3. Critique - Examining compositions and giving meaningful feedback.
4. Audio-visual Activity - -Short videos provided on Canvas or in class on Choreographic process - video and feedback of students choreography projects
5. Lecture - Distinguishing and analyzing the elements of dance as observed in choreographic works of students and guest choreographers.
6. Classroom Activity - Choreographic exercises and projects

Typical Assignments

A. Laboratory:
    1. As a choreographer the student will- create and analyze movement phrases or guided improvisations to instruct dancers in advance of rehearsal time.
    2. Take on an active role in the technical aspects of the stage production
        1. Select lighting options for their piece
        2. Design, collect or create costumes for their dance work
        3. Prepare and design publicity
        4. Choose and prepare music selections for their dance work
    3. As a dancer, the student will- participate in select choreographic works. Consider, collect and practice given movement to become proficient.

Methods of Evaluating Student Progress

A. Projects
    1. Evaluation every 3 weeks
B. Group Projects

1. Evaluation every 3 weeks

C. Class Participation
    1. Participation every day
D. Class Performance
    1. 3 times a semester
E. Final Performance
    1. End of semester
F. Final Public Performance
    1. End of semester

Student Learning Outcomes

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

A. Create dance works for the stage.
B. Critique dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
C. Incorporate design elements into a dance work, including music, costuming, and lighting.

Textbooks (Typical):

Textbook:

1. Miranda Tufnell, Chris Crickmay *Body Space Image: Notes Towards Improvisation and Performance*. Second ed., Triarchy Press Ltd, 2023.
2. Jenny Roche, Stephanie Burridge *Choreography: The Basics*. 1st ed., Routledge, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Dance shoes and proper dance attire..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ECE 10 - Introduction to Education

Course Modification: ECE 10 - Introduction to Education (Launched - Implemented 11-07-2024)
compared with
ECE 10 - Introduction to Education (Active - Implemented 08-21-2024)

Cover

Effective Term Fall ~~2024~~ 2025
Material fees apply to this course? No

Course Objectives

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

1. ~~**Objective Text**~~ -
2. **Group Title** Articulate a personal philosophy of education with reference to major historical and contemporary learning theories and philosophies of education.
3. **Group Title** Identify personal meanings related to teaching, reflecting upon why they want to become a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher
4. **Group Title** Identify the professional pathways, educational settings and funding sources for education
5. **Group Title** Demonstrate and discuss professional standards, ethics and professionalism in classroom and school visits
6. **Group Title** Articulate basic purposes and theories of public schooling and trace the history of its development
7. **Group Title** Recognize and describe individual and ecological differences among students that may impact classroom learning and identify strategies, accommodations, and school and community resources used to address these differences;
8. **Group Title** Identify the relationships, and multiple roles and functions, of teachers and other school personnel who work in a diverse public-school environment;
9. **Group Title** Identify the theoretical perspectives of the cultural contexts on learning
10. **Group Title** Discuss educational topics within a global context
11. **Group Title** Describe current theories in teaching key disciplines ie. Math, Science, Humanities, Social Sciences;
12. **Group Title** Compare and contrast historical theories on contemporary issues in education today

13. **Group Title** Describe principles of teaching methodologies including inquiry-based approach, information-based approach, use of technology and early intervention;
14. **Group Title** Identify effective approaches to discipline, guidance and classroom management;
15. **Group Title** Demonstrate skill in implementing established protocols for visiting schools and classrooms
16. **Group Title** Demonstrate skill in implementing observation protocols
17. **Group Title** Discuss California Academic Content, Performance Standards and Learning Guidelines
18. **Group Title** Relate course content to a variety of education settings from Transitional kindergarten-12 through satisfactory completion of a minimum of 54 hours of approved fieldwork, including structured assignments, observations, and reflections.
19. **Group Title** Relate course content to real classrooms through satisfactory completion of a minimum of 54 hours of approved fieldwork including structured assignments, observations, and reflections
20. **Group Title** Recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs
21. **Group Title** Observe the use of state adopted academic content and performance standards
22. **Group Title** Compare and contrast classroom environments
23. **Group Title** Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences

Course Content

Lecture Content

1. The Five Educational Learning Theories
    1. Cognitivism
    2. Constructivism
    3. Humanism
    4. Connectivism
    5. Behaviorism
2. Steps to becoming a credentialed teacher
    1. Educational preparation
    2. Transfer options
    3. Examinations

4. Field experience
5. Credentialing programs
6. Professional development

3. Concepts of the teaching profession

    1. Being a teacher

        1. Why do you want to teach?

            1. Examination of one's beliefs and assumptions about, and experiences with, teaching
            2. Necessary skills and personality dispositions for teaching
            3. Emotional resiliency for educators

        2. Professional pathways

            1. Preschool education through community college
            2. Education settings and funding sources

        3. Professional standards, ethics, and professionalism

            1. Overview of the California standards for the teaching profession

        4. Roles and functions of teachers and other school personnel, both in general and special education
        5. Support and resources for teachers

4. Articulate basic purposes and theoretical aspects of public schooling and trace the history of its development; Pre-K and K-12

    1. Overview of the history of American public education

        1. Historical perspectives in the role of education

            1. Preserve "American" culture
            2. Support the nation's workforce and economy
            3. Ensure national security
            4. Solve social problems
            5. Boost international competitiveness
            6. Create democratic citizens

        2. Overview of philosophies of education

            1. Essentialism
            2. Perennialism
            3. Behaviorism
            4. Progressive education
            5. The role of families in education
            6. Social reconstructionism

5. Contemporary issues in the U.S. education system

    1. Funding and resources

2. Teacher shortage areas
    1. Number of teachers needed nationally
    2. Special education
    3. Math
    4. Science
3. The achievement gap
4. Child trauma/ACES
    1. Types of trauma
    2. Impact on children's development and learning
5. Culturally responsive education
    1. Engaging pedagogies
    2. Multicultural/anti-bias education
    3. Major theorists
    4. Freirean education
    5. Stereotype threat
6. Bullying prevention
    1. LGBTQ safezone strategies
    2. Allied behaviors
    3. Addressing cyberbullying

4. CA laws regarding LGBTQ inclusion in the curriculum

7. Strengths-based approach

    1. Funds of knowledge
    2. Identifying and building on student strengths and abilities

8. Diversity in CAI public education

    1. Inclusion & differentiated instruction
    2. Dual language learners
    3. Children in poverty
    4. Challenging behaviors

9. Inclusion of children with different abilities and related laws

    1. Early intervention
    2. Inclusion
    3. IDEA

10. Bilingual education and related laws

    1. Lau vs. Nichols, 1975
    2. Bilingual Education Act, 1968
    3. CA proposition 187, 1994

6. Overview of Teaching Strategies and Principles

    1. Developmentally appropriate teaching

        1. Child development overview, ages 3 - adolescence
        2. Developmentally appropriate practices with school-age children

    2. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
    3. Basic strategies for accommodating diverse learning needs

        1. Anti-bias education strategies
        2. Inquiry-based approach
        3. Information-based approach
        4. Multiple intelligence theory
        5. Guided participation
        6. Universal Design
        7. Trauma-informed practices

7. Use of technology

    1. Adaptive technology
    2. Appropriate use of media and interactive technology in the classroom

8. Family engagement strategies

    1. Why family-school partnerships are important

2. Strategies to engage families
3. Two-way communication

9. Introduction to California Academic Content and Performance Standards

    1. What is standardized curriculum?
    2. The CA Preschool Learning Foundations & Frameworks
    3. Common Core

        1. Purpose and structure of Common Core
        2. Grade level standards

    4. Assessment Strategies

        1. Testing/High-stakes testing
        2. Observations
        3. Authentic/alternative assessment
        4. Addressing bias in assessments

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
- After ~~Discussion~~
  ~~**Comments**~~ lecture
- and ~~Lab~~
  ~~**Comments**~~ discussion

- on ~~Lecture~~
  ~~**Comments**~~ Educational
- Theory, ~~Written~~ create ~~Exercises~~
  ~~**Comments**~~ a

~~Equity Based Curriculum~~

- classroom ~~Methods~~ environment utilizing one of ~~Instruction~~
  ~~**Address**~~ educational
  theories. Complete a role play of a parent-teacher conference about a child's progress in reading Using a case study of a 6-year-old whose primary language is Spanish plan out a reading assignment that will support this specific child and the other children in the classroom ~~:~~
- ~~Assignments~~ Discussion
  ~~**Address**~~ **Comments**
  ~~When~~ In ~~observing~~ small groups discuss the ~~classroom~~ impact ~~for~~ of ~~lab,~~ high-stakes ~~identify the strategies the teacher used for family support and engagement. Identify what areas could be improved~~ testing on teacher's relationships to ~~support~~ children ~~cultural~~ who ~~and~~ may ~~family~~ have ~~connections.~~ learning disabilities
- ~~Typical Texts~~ Lab
  ~~**Address**~~ **Comments**
  ~~Bennett~~ During lab this week identify 3 teaching strategies observed that connect to the CA standards for the teaching profession. What were the results of these observed strategies?
- Lecture
  Comments
  Lecture on the history of public education , ~~Christine.~~ with ~~Comprehensive~~ a ~~Multicultural~~ specific ~~Education:~~ focus ~~Theory~~ on the role of progressive education and ~~Practice:~~ behaviorism ~~9th~~ on ~~ed.,~~ current ~~Pearson,~~ classroom ~~Inc.,~~ practices
- ~~2019.~~ Written Exercises
  Comments
  Write a research paper comparing two Educational Theories

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   1. Prepare and debate with other students about the validiity of one of the theories outline in class. Discuss the tenent of the theory as it relates to practice.

2. **Assignment Type** Laboratory
   Add Assignment
   1. After lecture and discussion on Educational Theory, create a classroom environment utilizing one of educational theories.
   2. In small groups discuss the impact of high-stakes testing on teacher's relationships to children who may have learning disabilities
   3. During lab this week identify 3 teaching strategies observed that connect to the CA standards for the teaching profession. What were the results of these observed strategies?
   4. Lecture on the history of public education, with a specific focus on the role of progressive education and behaviorism on current classroom practices
   5. Classroom activity – complete a role play of a parent-teacher conference about a child's progress in reading
   6. Using a case study of a 6-year-old whose primary language is Spanish plan out a reading assignment that will support this specific child and the other children in the classroom

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ECE 10, students will be able to articulate~~ Articulate a personal philosophy of education.
2. **Outcome Text**
   ~~Upon completion of ECE 10, students will be able to explain~~ Explain the differences between historic and current education theories, issues, challenges, philosophies and settings.
3. **Outcome Text**
   ~~Upon completion of ECE 10, students will be able to~~ Describe the role of the early elementary school educator, including ethical conduct and professional pathways.
4. **Outcome Text**
   ~~Upon completion of ECE 10, students will be able to assess~~ Assess the quality in pre-K and elementary education related to environments, curriculum, and teaching strategies and serving diverse students.
5. **Outcome Text**
   ~~Upon completion of ECE 10, students will be able to~~ Compare and contrast CA Preschool Learning Foundations, CA learning standards and guidelines and CA teaching standards and performance expectations.

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency

1 midterm
and 1 final

Please Explain

54 hours of field experience

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

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

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID EDUC 200
Already approved unsubstantial change Yes

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

Codes and Dates

Course Codes

Originator ~~Taylor, Nadiyah~~ Garner, Lyndale

Origination Date

~~04~~ 10 / ~~21~~ 24 / ~~2023~~ 2024

Parent Course

ECE 10 - Introduction to Education

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/20/2023~~
- State Approval
  ~~07/16/2023~~
- CC Approval

~~04/17/2023~~

Instructional Services

Effective Term ~~Fall 2024~~ Fall 2025

Implementation Date

~~08/21/2024~~

11/07/2024

LAS POSITAS COLLEGE

Course Outline for Early Care and Education 10
Introduction to Education

Effective: Fall 2025

Catalog Description:

ECE 10 - Introduction to Education
3.00 Units

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, TK through the 12th grade. Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, inequities in the field, actions to address inequities, contemporary education issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 54 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher.

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Articulate a personal philosophy of education with reference to major historical and contemporary learning theories and philosophies of education.
B. Identify personal meanings related to teaching, reflecting upon why they want to become a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences

and goals which could affect their development as a teacher
C. Identify the professional pathways, educational settings and funding sources for education
D. Demonstrate and discuss professional standards, ethics and professionalism in classroom and school visits
E. Articulate basic purposes and theories of public schooling and trace the history of its development
F. Recognize and describe individual and ecological differences among students that may impact classroom learning and identify strategies, accommodations, and school and community resources used to address these differences;
G. Identify the relationships, and multiple roles and functions, of teachers and other school personnel who work in a diverse public-school environment;
H. Identify the theoretical perspectives of the cultural contexts on learning
I. Discuss educational topics within a global context
J. Describe current theories in teaching key disciplines ie. Math, Science, Humanities, Social Sciences;
K. Compare and contrast historical theories on contemporary issues in education today
L. Describe principles of teaching methodologies including inquiry-based approach, information-based approach, use of technology and early intervention;
M. Identify effective approaches to discipline, guidance and classroom management;
N. Demonstrate skill in implementing established protocols for visiting schools and classrooms
O. Demonstrate skill in implementing observation protocols
P. Discuss California Academic Content, Performance Standards and Learning Guidelines
Q. Relate course content to a variety of education settings from Transitional kindergarten-12 through satisfactory completion of a minimum of 54 hours of approved fieldwork, including structured assignments, observations, and reflections.
R. Relate course content to real classrooms through satisfactory completion of a minimum of 54 hours of approved fieldwork including structured assignments, observations, and reflections
S. Recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs
T. Observe the use of state adopted academic content and performance standards
U. Compare and contrast classroom environments
V. Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences

Course Content:

Lab:

1. 54 hours of approved fieldwork in a variety of public educational settings, including: observations, structured assignments and reflections.
    1. Methods and ethics of conducting and reporting classroom observations
2. Relate course content to a variety of public school settings from Transitional Kindergarten-12th grade through satisfactory completion of a minimum of 54 hours of approved fieldwork that demonstrate the student's ability to:
    1. Recognize and describe examples of teaching events implement some elements of the CSTP and TPEs and the preschool learning foundations;
    2. Protocols for visiting schools and entering classrooms
    3. Recognize and describe examples of culturally and developmentally appropriate practices;

4. Observe the use of state adopted academic content and performance standards;
5. Compare and contrast classroom environments;
6. Compare and contrast teaching, discipline, and assessment strategies and their effectiveness;
7. Identify strategies used for family support and engagement.

Lecture:

1. The Five Educational Learning Theories
    1. Cognitivism
    2. Constructivism
    3. Humanism
    4. Connectivism
    5. Behaviorism
2. Steps to becoming a credentialed teacher
    1. Educational preparation
    2. Transfer options
    3. Examinations
    4. Field experience
    5. Credentialing programs
    6. Professional development
3. Concepts of the teaching profession
    1. Being a teacher
        1. Why do you want to teach?
            1. Examination of one's beliefs and assumptions about, and experiences with, teaching
            2. Necessary skills and personality dispositions for teaching
            3. Emotional resiliency for educators
        2. Professional pathways
            1. Preschool education through community college
            2. Education settings and funding sources
        3. Professional standards, ethics, and professionalism
            1. Overview of the California standards for the teaching profession
        4. Roles and functions of teachers and other school personnel, both in general and special education
        5. Support and resources for teachers
4. Articulate basic purposes and theoretical aspects of public schooling and trace the history of its development; Pre-K and K-12
    1. Overview of the history of American public education
        1. Historical perspectives in the role of education
            1. Preserve "American" culture
            2. Support the nation's workforce and economy
            3. Ensure national security
            4. Solve social problems
            5. Boost international competitiveness
            6. Create democratic citizens
        2. Overview of philosophies of education

1. Essentialism
2. Perennialism
3. Behaviorism
4. Progressive education
5. The role of families in education
6. Social reconstructionism

5. Contemporary issues in the U.S. education system
    1. Funding and resources
    2. Teacher shortage areas
        1. Number of teachers needed nationally
        2. Special education
        3. Math
        4. Science
    3. The achievement gap
    4. Child trauma/ACES
        1. Types of trauma
        2. Impact on children's development and learning
    5. Culturally responsive education
        1. Engaging pedagogies
        2. Multicultural/anti-bias education
        3. Major theorists
        4. Freirean education
        5. Stereotype threat
    6. Bullying prevention
        1. LGBTQ safezone strategies
        2. Allied behaviors
        3. Addressing cyberbullying
        4. CA laws regarding LGBTQ inclusion in the curriculum
    7. Strengths-based approach
        1. Funds of knowledge
        2. Identifying and building on student strengths and abilities
    8. Diversity in CAl public education
        1. Inclusion & differentiated instruction
        2. Dual language learners
        3. Children in poverty
        4. Challenging behaviors
    9. Inclusion of children with different abilities and related laws
        1. Early intervention
        2. Inclusion
        3. IDEA
    10. Bilingual education and related laws
        1. Lau vs. Nichols, 1975
        2. Bilingual Education Act, 1968
        3. CA proposition 187, 1994
6. Overview of Teaching Strategies and Principles

1. Developmentally appropriate teaching
    1. Child development overview, ages 3 - adolescence
    2. Developmentally appropriate practices with school-age children
2. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
3. Basic strategies for accommodating diverse learning needs
    1. Anti-bias education strategies
    2. Inquiry-based approach
    3. Information-based approach
    4. Multiple intelligence theory
    5. Guided participation
    6. Universal Design
    7. Trauma-informed practices
7. Use of technology
    1. Adaptive technology
    2. Appropriate use of media and interactive technology in the classroom
8. Family engagement strategies
    1. Why family-school partnerships are important
    2. Strategies to engage families
    3. Two-way communication
9. Introduction to California Academic Content and Performance Standards
    1. What is standardized curriculum?
    2. The CA Preschool Learning Foundations & Frameworks
    3. Common Core
        1. Purpose and structure of Common Core
        2. Grade level standards
    4. Assessment Strategies
        1. Testing/High-stakes testing
        2. Observations
        3. Authentic/alternative assessment
        4. Addressing bias in assessments

Methods of Instruction:

1. Discussion - In small groups discuss the impact of high-stakes testing on teacher's relationships to children who may have learning disabilities
2. Lab - During lab this week identify 3 teaching strategies observed that connect to the CA standards for the teaching profession. What were the results of these observed strategies?
3. Lecture - Lecture on the history of public education, with a specific focus on the role of progressive education and behaviorism on current classroom practices
4. Written Exercises - Write a research paper comparing two Educational Theories
5. Classroom Activity - After lecture and discussion on Educational Theory, create a classroom environment utilizing one of educational theories. Complete a role play of a parent-teacher conference about a child's progress in reading Using a case study of a 6-year-old whose primary language is

Spanish plan out a reading assignment that will support this specific child and the other children in the classroom

Typical Assignments

A. Project:
    1. Prepare and debate with other students about the validiity of one of the theories outline in class. Discuss the tenent of the theory as it relates to practice.
B. Laboratory:
    1. After lecture and discussion on Educational Theory, create a classroom environment utilizing one of educational theories.
    2. In small groups discuss the impact of high-stakes testing on teacher's relationships to children who may have learning disabilities
    3. During lab this week identify 3 teaching strategies observed that connect to the CA standards for the teaching profession. What were the results of these observed strategies?
    4. Lecture on the history of public education, with a specific focus on the role of progressive education and behaviorism on current classroom practices
    5. Classroom activity – complete a role play of a parent-teacher conference about a child's progress in reading
    6. Using a case study of a 6-year-old whose primary language is Spanish plan out a reading assignment that will support this specific child and the other children in the classroom

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 1 midterm and 1 final
B. Group Projects
    1. 1 group presentation
C. Home Work
    1. Several written assignments such as reflection papers, observations and reading summaries
D. Quizzes
    1. 2 quizzes
E. Portfolios
    1. End of semester portfolio
F. 54 hours of field experience

Student Learning Outcomes

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

A. Articulate a personal philosophy of education.
B. Explain the differences between historic and current education theories, issues, challenges, philosophies and settings.
C. Describe the role of the early elementary school educator, including ethical conduct and professional pathways.
D. Assess the quality in pre-K and elementary education related to environments, curriculum, and teaching strategies and serving diverse students.

E. Compare and contrast CA Preschool Learning Foundations, CA learning standards and guidelines and CA teaching standards and performance expectations.

Textbooks (Typical):

Textbook:

1. Dale H. Schunk *Learning Theories: An Educational Perspective*. 8th ed., Pearson,INC, 2020.
2. Christine I Bennett *Comprehensive Multicultural Education: Theory and Practice*. 9th ed., Pearson, Inc., 2019.
3. Forrest W. Parkay *Becoming a Teacher*. 11 ed., Pearson, 2020.
4. Don Kauchak, Paul Eggen *Introduction to Teaching: Becoming a Professional*. 6th ed., Pearson, 2017.
5. David M. Sadker, Karen Zittleman *Teachers, Schools, and Society: A Brief Introduction to Education*. 8 ed., McGraw Hill, 2018.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: EMS 10 - Paramedic Theory 1

Course Modification: EMS 10 - Paramedic Theory 1 (Launched - Implemented 11-05-2024)
compared with
EMS 10 - Paramedic Theory 1 (Active - Implemented 08-15-2021)

Cover

Effective Term Fall ~~2021~~ 2025
Material fees apply to this course? Yes

Units/Hours

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

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Industry-Recognized-Training ~~No~~ Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Current (not expired) National Registered Paramedic certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.
Courses: EMS 10, 11, 12, 13, 16, and 17

Equity Based Curriculum

- Course Content
  Address
  Lecture presentation, discussions, and scenarios involving the assessment and treatment of various patient populations

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   Give an oral prsentation on a type of torso injury

   1. ~~Textbook~~

2. **Assignment** ~~**readings**~~ **Type** Reading
   Add Assignment

   Read Chapter 4 Medical, Ethical, Legal Issues

3. **Assignment Type** Other
   Add Assignment

   View case scenarios of paramedics properly working together to manage an emergency incident

   1. ~~Read~~

4. **Assignment** ~~**Chapter**~~ **Type** ~~4~~ Writing
   Add ~~**Medical,**~~ **Assignment** ~~Ethical, Legal Issues~~

   Prepare a 1 page patient care report on a trauma emergency

   1. ~~Audio-Visual viewing~~

      1. ~~case scenarios of paramedics properly working together to manage an emergency incident~~

   2. ~~Homework questions~~

      1. ~~Complete Practice Activities Chapter 4~~

   3. ~~Written reports~~

1. ~~Prepare 1 page patient care report on a simulated patient case~~

4. ~~Oral presentations~~

1. ~~Present patient care report at next class meeting and field questions from instructor and fellow classmates.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of EMS 10, the student will be able to describe~~ Describe the function of the Emergency Medical System and it's historical development.
2. **Outcome Text**
   ~~Upon completion of EMS 10, the student will be able to assess~~ Assess and discuss respiratory emergencies, and utilize airway tools to treat patients.
3. **Outcome Text**
   ~~Upon completion of EMS 10, the student will be able to discuss~~ Discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course EMS ~~20~~ 62 - ~~Emergency~~ Basic Medical ~~Technician~~ Terminology (~~Active~~ Launched)
   Min Grade ~~B~~ C
   Comments
   Skills Analysis
   Requisite Course Objective(s)
   - Utilize components of medical terms
     Degree of Importance Required
   - Combine prefixes, word roots, and suffixes to create medical terms
     Degree of Importance Required
   - Use anatomical, diagnostic, surgical and additional medical terms as they relate to each body system
   - Construct and combine compound words
   - Pronounce medical terms
   - Write medical terms using correct spelling
     Degree of Importance Required

- Use standard medical abbreviations appropriately

2. **Requisite Type** Prerequisite
   Comments
   Skills Analysis
   Requisite Course Objective(s)

   - Use anatomical and physiological terminology
     Degree of Importance Required
   - Make a cursory evaluation of pathological states
     Degree of Importance Required
   - Develop necessary background for further health and medical science coursework
     Degree of Importance Required

3. **Requisite Type** Prerequisite
   Requisite Course EMS 20 - Emergency Medical Technician(Launched)
   Comments
   Skills Analysis
   Requisite Course Objective(s)

   - Explain the roles and responsibilities of the EMT
     ~~**Degree of Importance** Recommended~~
   - Describe how an EMT functions within the Alameda County EMS System and the established policies, procedures, and protocols
     Degree of Importance ~~Recommended~~ Required
   - Recognize conditions and situations that require pre-hospital care and/or stabilization
   - Perform rapid, comprehensive, and accurate patient assessments
     Degree of Importance Required
   - Demonstrate psychomotor competencies of all skills and interventions within the EMT scope of practice according to the standards of the National Registry of Emergency Medical Technicians
     Degree of Importance Required
   - Manage a multi-casualty incident
     Degree of Importance ~~Recommended~~ Required
   - Demonstrate the proper use and maintenance of all biomedical equipment used by the EMT
     Degree of Importance Required
   - Explain the medical/legal aspects of emergency care and issues related to proper documentation, confidentiality statutes such as HIIPAA and ethics
     Degree of Importance Required
   - Assist paramedics with the delivery of advanced life support within the EMT scope of practice
     Degree of Importance Required
   - Prevent disease transmission through the use of body substance isolation principles
     Degree of Importance Required
   - Discuss wellness issues such as stress management, body mechanics, lifting techniques, and use of personal protective equipment
     Degree of Importance ~~Recommended~~ Required

- Differentiate communication strategies for different ages, stage of development, patients with special needs, and diverse cultures
  Degree of Importance ~~Recommended~~ Required
- Demonstrate principles of safely and correctly administering medications within the EMT scope of practice and identifying those medications
  Degree of Importance Required

4. **Requisite Type** ~~Prerequisite~~ Corequisite
   Requisite Course EMS 12 - Paramedic Laboratory 1(Launched)
   ~~**Comments**~~ **Requisite Validation** Lecture-Lab Pairing
   Skills Analysis
   Requisite Course Objective(s)

   - ~~Use~~ Relate ~~anatomical~~ assessment findings to underlying pathological and physiological ~~terminology~~ changes in the patient's condition.
     Degree of Importance ~~Recommended~~ Required
   - ~~Make~~ Integrate ~~a~~ and ~~cursory~~ synthesize ~~evaluation~~ the multiple determinants of ~~pathological~~ health ~~states~~ and clinical care.
     Degree of Importance ~~Recommended~~ Required
   - ~~Develop~~ Perform ~~necessary~~ psychomotor ~~background~~ skills ~~for~~ within ~~further~~ the ~~health~~ National EMS Scope of Practice Model and ~~medical~~ state ~~science~~ scope ~~coursework~~ of practice including: airway and breathing, patient assessment, pharmacologic interventions, and trauma patient management.
     Degree of Importance ~~Recommended~~ Required
   - Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.
     Degree of Importance Required
   - Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
     Degree of Importance Required
   - Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.
     Degree of Importance Required
   - Create a treatment plan intended to mitigate emergencies and improve the overall health of the patient using knowledge of emergency medical pharmacology.
     Degree of Importance Required
   - Compare and contrast the names, mechanism of action, indications, contraindications, complications, routes of administration, side effects, interactions, dose, and any specific administration considerations, for all of the emergency medications and intravenous fluids utilized by the local training institution. Individual training programs have the authority to add any medication used locally by paramedic providers.
     Degree of Importance Required
   - Apply to patient assessment and management, a fundamental knowledge of the medications carried by paramedics that may be administered to a patient during an emergency.
     Degree of Importance Required

- _ Demonstrate knowledge of the following topics:, Medication safety, medication legislation, medication naming, classifications and schedules; give various examples of medication interactions and medication toxicity.
  Degree of Importance _ Required
- _ Identify medication routes of administration.
  Degree of Importance _ Required
- _ Calculate and regulate the flow rate for an IV infusion given the volume, drop factor, and time frame.
  Degree of Importance _ Required
- _ Perform the following tasks according to the NREMT ALS Psychomotor Skill Sheet Standards: withdraw solutions from ampoules and vials with an appropriately sized syringe, assemble a preloaded syringe (e.g., Bristoject, Abbojet, preload cartridges, etc.), administer an IV push medication, administer IM injections via the: dorsogluteal, ventrogluteal, vastus lateralis, and deltoid sites, administer subcutaneous injections, calculate, mix, and administer an IV medication infusion using microdrip Tubing.
  Degree of Importance _ Required
- _ Using a comprehensive knowledge of anatomy, physiologies, and pathophysiology of the respiratory system, construct an assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
  Degree of Importance _ Required
- _ Demonstrate knowledge of the following topics: Anatomy of the respiratory system, physiology, and pathophysiology of respiration of pulmonary ventilation, oxygenation and respiration, assessment and management of adequate and inadequate respiration, supplemental oxygen therapy.
  Degree of Importance _ Required
- _ Discuss the assessment and management of adequate and inadequate ventilation.
  Degree of Importance _ Required
- _ Describe In step-by-step fashion, the generic procedure of rapid sequence intubation.
  Degree of Importance _ Required
- _ Perform the suctioning technique in the following situations: Oropharyngeal, Endotracheal, Nasopharyngeal, Tracheotomy.
  Degree of Importance _ Required
- _ Secure a patent airway using an endotracheal tube, King LT airway or other supraglottic airway device.
  Degree of Importance _ Required
- _ Perform the following procedures under the guidance of a clinical laboratory instructor Intraosseous insertion of an IO needle, enteral and parenteral administration of approved prescription medications, Access indwelling catheters and implanted central IV ports, administer medications by IV infusion, Maintain infusion of blood or blood products, perform blood sampling, thrombolytic initiation, administer physician approved medications, place a Morgan Lens.
  Degree of Importance _ Required
- _ Identify assessment findings of a simulated patient presentation and formulate a field treatment plan for a patient with a major traumatic systems and minor traumatic injuries.

Degree of Importance Required

- Formulate a comprehensive treatment/disposition plan for an acutely injured patient.
  Degree of Importance Required

5. **Requisite Type** ~~Prerequisite~~ Enrollment Limitation
   Subject
   Requisite Course ~~EMS~~
   Non ~~62~~ Course Requirements
   Documentation from current and/or previous employer(s) verifying six - month ~~Basic~~ full-time ~~Medical~~ experience ~~Terminology~~ or 1,000 hours of part time work experience as an EMT (~~Active~~ Prehospital experience preferred) that provides direct patient care. Work experience can be either paid or volunteer experience.
   Min Grade
   Comments
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Utilize components of medical terms~~
   - ~~- Combine prefixes, word roots, and suffixes to create medical terms related to surgery~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Use anatomical, diagnostic, surgical and additional terms as they relate to each body system~~
   - ~~- Construct and combine compound words~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Pronounce medical terms~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Write medical terms using correct spelling~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Use standard medical abbreviations appropriately~~
     ~~**Degree of Importance** - Recommended~~

6. ~~**Requisite Type** - Corequisite~~
   ~~**Requisite Course** - EMS 12 - Paramedic Laboratory 1(Historical)~~
   Requisite Validation Content Review

Catalog View **Prerequisite:** EMS ~~20~~ 62 with a minimum grade of ~~B~~ C , BIO 50 with a minimum grade of C, ~~EMS 62 with a minimum grade of C,~~ EMS 20 with a minimum grade of C, **Corequisite:** EMS 12 , **Enrollment Limitation:** Documentation from current and/or previous employer(s) verifying six-month full-time experience or 1,000 hours of part time work experience as an EMT (Prehospital experience preferred) that provides direct patient care. Work experience can be either paid or volunteer experience..

Methods of Evaluation

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

- Quizzes
  Frequency

~~25 quizzes~~ Weekly

- Oral Presentation
  Frequency
  ~~Peer reviewed paper at the Bay Area Journal Club~~ Once
- Group Projects
  Frequency
  ~~Class projects as assigned by Instructor~~ Once
- Class Participation
  Frequency
  ~~Active~~ Each class session
- Class Work
  Frequency
  ~~Active~~ Each class session
- Home Work
  Frequency
  ~~Reading Quizzes~~ Weekly

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

Textbooks/Materials

Textbook

1. **Title** Prehospital Trauma Life Support ~~- Military Edition~~
   Edition ~~9th~~ 10th
   Publisher ~~JB~~ Jones and Bartlett Learning
   ISBN-13 9781284272314
   Year ~~2018~~ 2024

2. **Author(s)** ~~Tomas~~ Mick ~~B~~ J . ~~Garcia MD~~ Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P
   Title ~~Introduction~~ Sanders' ~~to~~ Paramedic ~~12 Lead ECG-The Art of Interpretation~~ Textbook
   Edition ~~2nd~~ 6th
   Publisher ~~JB~~ Jones and Bartlett Learning
   ISBN-13 9781284277517
   Year ~~2015~~
3. ~~**Author(s)** - Andrew Pollak MD FAAOS - Series Editor~~
   ~~**Title** - Emergency Care in the Streets~~
   ~~**Edition** - 8th~~
   ~~**Publisher** - JB Learning~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2018~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~ 2025

General Education/Transfer Request

C-ID proposal ~~Yes~~ No

Codes and Dates

Course Codes

Originator ~~Wong, Sebastian~~ Frith, Michael

Origination Date

~~07~~ 10 / ~~01~~ 05 / ~~2020~~ 2023

~~Entry of Special Dates~~

- ~~Board of Trustees~~
  ~~01/19/2021~~
- ~~State Approval~~
  ~~01/23/2021~~
- ~~CC Approval~~
  ~~10/19/2020~~

Instructional Services

Effective Term ~~Fall 2021~~ Fall 2025

Implementation Date ~~-~~
~~08/15/2021~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Emergency Medical Services 10
Paramedic Theory 1
Effective: Fall 2025

Catalog Description:

EMS 10 - Paramedic Theory 1
6.00 Units

General paramedic didactic education and training following the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes cognitive content associated with: preparatory, anatomy and physiology, pharmacology, airway management, patient assessment, and trauma patient management.

Prerequisite: EMS 62 with a minimum grade of C, BIO 50 with a minimum grade of C, EMS 20 with a minimum grade of C, **Corequisite:** EMS 12, **Enrollment Limitation:** Documentation from current and/or previous employer(s) verifying six-month full-time experience or 1,000 hours of part time work experience as an EMT (Prehospital experience preferred) that provides direct patient care. Work experience can be either paid or volunteer experience..

Course Grading: Letter Grade Only

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Integrate comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.

B. Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems
C. Integrate comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.
D. Integrate comprehensive knowledge of pathophysiology of major human systems
E. Integrate comprehensive knowledge of life span development.
F. Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
G. Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
H. Integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
I. Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.
J. Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient
K. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
L. Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.

Course Content:

1. Preparatory
    1. EMS Systems
        1. Continuous quality improvement
    2. Research
        1. Statistics
        2. Peer reviewed literature
        3. Types of research studies
        4. Evidence based medicine
    3. Workforce Safety and Wellness
        1. Blood borne pathogens
        2. Personal protective equipment
        3. Stress management
        4. Proper patient handling techniques
    4. Documentation
        1. Electronic charting
    5. EMS System Communication
    6. Therapeutic Communication
    7. Medical/Legal and Ethics
        1. HIPAA
        2. FMLA

3. Mandatory reporting of elder and child Abuse
4. Paramedic scope of practice
5. Advance Directives

2. Anatomy and Physiology
    1. Basic cellular review
    2. The cellular environment
        1. Osmosis
        2. Diffusion
        3. Mediated transport
    3. The immune system
        1. Humoral immune response
        2. Cell mediated immune response
        3. Fetal and neonatal immune function
    4. Inflammation
        1. Mast cells
        2. Cellular components of inflammation
        3. Systemic responses of acute imflammation
    5. Variances in inflammation and the immune system
        1. Hypersensitivity
        2. allergy
        3. autoimmunity
        4. isoimmunity
    6. Medical Terminology
    7. Pathophysiology
3. Life span Development
    1. Infancy
    2. Toddler
    3. School Age
    4. Adolescence
    5. Early Adulthood
    6. Middle Adulthood
    7. Late Adulthood
    8. End of Life Issues
4. Public Health
5. Pharmacology
    1. Principles of Pharmacology
        1. Pharmacokinetics
    2. Medication Administration
        1. Intravenous
        2. Intramuscular
        3. Subcutaneous
        4. Sublinqual
        5. Transdermal
    3. Emergency Medications
        1. Adenosine

2. Albuterol
3. Amiodarone
4. Amyl Nitrite
5. Aspirin
6. Atropine
7. Dextrose (50%, 25%, 10%)
8. Diazepam
9. Diltiazem
10. Diphenhydramine HCl
11. Dopamine
12. Epinephrine
13. Fentanyl
14. Glucagon
15. Glucose
16. Intravenous Fluids
    1. Normal saline
    2. Dextrose 5% in water
17. Ipatropium
18. Lidocaine
19. Lorazepam
20. Magnesium
21. Midazolam
22. Morphine
23. Naloxone
24. Nitroglycerin
25. Odansetron
26. Oxygen
27. Oxytocin
28. Promethazine HCl
29. Thiamine

6. Airway management, Respirations and Artificial Ventilation
    1. Basic and Advanced Airway Management
        1. Oropharyngeal airway
        2. Orotracheal intubation
        3. Retrograde intubation
        4. Video assisted intubation
        5. Percutaneous crichothyrotomy
    2. Respiration
        1. Gas exchange at the cellular level
        2. Pathophysiology of emphysema
        3. Pathophysiology of ventilation perfusion mismatch
    3. Artificial Ventilation
        1. Bag valve mask
        2. BiPAP
        3. CPAP

4. PEEP

7. Patient Assessment
    1. Scene Size-up
    2. Primary Assessment
    3. History Taking
    4. Secondary Assessment
    5. Monitoring Devices
    6. Reassessment
    7. Diagnosis and treatment of traumatic disorders
8. Trauma Overview
    1. Bleeding
    2. Chest Trauma
    3. Abdominal and Genitourinary Trauma
    4. Orthopedic Trauma
    5. Soft Tissue Trauma
    6. Head, Face, Neck and Spinal Trauma
    7. Nervous System Trauma
    8. Special Considerations in Trauma
    9. Environmental Emergencies
    10. Multi-System Trauma
9. Shock and Resuscitation
    1. Fluid resuscitation
    2. Permissive hypotension
    3. Wound control

Methods of Instruction:

1. Projects - Students will work in class and out of class to create models of how the lung works as an example. Students will also work in groups to evaluate a peer reviewed scientific journal article involving prehospital medical or trauma care.
2. Lecture - Instructor will start with a brief lecture of the important points of the lecture and review them with the students.
3. Student Presentations - Students will present for example the flow of circulation of blood in the circulatory system and how derangement of the normal flow will cause an emergency condition. Another example would be how to properly prepare a nebulizer apparatus to deliver medication to a patient suffering an asthma attack.
4. Audio-visual Activity - Students will watch videos before class illustrating parts of the lecture and in class to gain further instruction on procedures of managing emergencies.
5. Classroom Activity - Students will work in assigned groups to test each other on medications and their actions, definitions of medical emergency conditions, and proper treatment protocols.
6. Written Exercises - Students will prepare essays and prehospital care reports as homework to show how they would treat a simulated patient.

Typical Assignments

A. Other:
Give an oral prsentation on a type of torso injury

B. Reading:
Read Chapter 4 Medical, Ethical, Legal Issues

C. Other:
View case scenarios of paramedics properly working together to manage an emergency incident

D. Writing:
Prepare a 1 page patient care report on a trauma emergency

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Two Modular exams in Airway and Trauma
B. Class Work
    1. Each class session
C. Home Work
    1. Weekly
D. Quizzes
    1. Weekly
E. Oral Presentation
    1. Once
F. Group Projects
    1. Once
G. Class Participation
    1. Each class session

Student Learning Outcomes

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

A. Describe the function of the Emergency Medical System and it's historical development.
B. Assess and discuss respiratory emergencies, and utilize airway tools to treat patients.
C. Discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries.

Textbooks (Typical):

Textbook:

1. National Association of Emergency Medical Technicians *Prehospital Trauma Life Support*. 10th ed., Jones and Bartlett Learning, 2024.
2. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer with an internet connection..
2. Student must provide protective equipment such as safety glasses, gloves, surgical face masks, N-95 masks..
3. Students must provide a uniform shirt with program patches on sleeves..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: EMS 11 - Paramedic Theory 2

Course Modification: EMS 11 - Paramedic Theory 2 (Launched - Implemented 11-05-2024)
compared with
EMS 11 - Paramedic Theory 2 (Active - Implemented 08-15-2021)

Cover

Effective Term Fall ~~2021~~ 2025
Catalog Description
This course provides paramedic didactic education and training following the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes cognitive content associated with ~~:~~ Medical emergencies, special patient populations, and EMS operations.
Material fees apply to this course? Yes

Units/Hours

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

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Industry-Recognized-Training ~~No~~ Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Current (not expired) National Registered Paramedic certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.
Courses: EMS 10, 11, 12, 13, 16, and 17

Course Objectives

Objectives

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

1. ~~Objective~~ Group ~~Text~~ Title
   Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint
2. ~~Objective~~ Group ~~Text~~ Title
   Integrate ~~assessment findings with principles of epidemiology and pathophysiology to formulatIntegrate~~ comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
3. ~~Objective~~ Group ~~Text~~ Title
   Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.
4. ~~Objective~~ Group ~~Text~~ Title
   Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.
5. ~~Objective~~ Group ~~Text~~ Title
   ~~Demonstrate knowledge of~~ Consider operational roles and responsibilities to ensure safe patient, public, and personnel safety.

Course Content

Lecture Content

1. Medicine
    1. Medical Overview
    2. Neurology
        1. Altered mental status
        2. Stroke
        3. Transient Ischemic Attack
        4. Seizures
        5. Headache
        6. Dementia/Parkinsons

7. Wernicke's encephalopathy

3. Abdominal and Gastrointestinal Disorders

    1. Peptic ulcer disease
    2. Colitis
    3. Crohn's Disease
    4. Bowel obstruction
    5. Hernia

4. Immunology

    1. Rheumatoid arthritis
    2. Lupus
    3. Anaphalaxis

5. Infectious Diseases

    1. Tuberculosis
    2. AIDS
    3. SARS
    4. Hepatitis
    5. Pneumonia
    6. Meningitis
    7. Lyme disease
    8. MRSA

6. Endocrine Disorders

    1. Diabetes mellitus
    2. Cushing's disease
    3. Hypo/Hyper thyroidism

7. Psychiatric

    1. Assessment of the acute psychiatric emergency
    2. Acute psychosis
    3. Agitated delirium
    4. Cognitive disorders
    5. Personality disorders
    6. Medication management of an acute psychiatric patient

8. Cardiovascular

    1. Acute Coronary Syndrome
    2. Cardiac Arrest
    3. Congestive Heart Failure
    4. Myocardial infarction
    5. Cardiac tamponade
    6. Cardiogenic shock
    7. Aortic aneurysm/dissection

8. Thromboembolic disease
9. Valvular disease
10. Congenital heart disease

9. Toxicology

1. Medication overdose
2. Hallucinogens
3. Opiates
4. Alcoholism
5. Household poisons

10. Respiratory

1. Emphysema
2. Pulmonary edema
3. Bronchitis

11. Hematology

1. Sickle cell disease
2. Hemophilia
3. Disseminated Intravascular Coagulation

12. Genitourinary/Renal

1. Kidney stones

2. Complicaitons of renal dialysis

13. Gynecology

    1. Vaginal bleeding
    2. Care of the sexual assault patient
    3. Pelvic inflammatory disease
    4. Ovarian cysts

2. Non-Traumatic Musculoskeletal Disorders
3. Diseases of the Eyes, Ears, Nose and Throat

    1. Hyphema
    2. Epistaxis
    3. Rhinitis
    4. Pharyngitis
    5. Peritonsilar abcess

4. Special Populations

    1. Obstetrics

        1. Complications related to pregnancy

            1. Gestational diabetes

2. Complications of labor
3. Complications of delivery

    1. Caudal or breech presentation
    2. Nucchal cord

2. Neonatal Care

    1. Meconium post delivery
    2. Hypothermia

3. Pediatrics

    1. Assessment of the pediatric patient
    2. Abuse and neglect

4. Geriatrics

    1. Assessment of the geriatric patient
    2. Abuse and neglect
    3. Polypharmacy

5. Patients with Special Challenges

    1. Homelessness and Poverty
    2. Bariatric patient
    3. Hospice patients

4. Tracheostomy patients
5. Developmentally disabled patients

5. EMS Operations

1. Principles of Safely Operating a Ground Ambulance
2. Incident Management
3. Multiple Casualty Incidents

1. Scene size up
2. Vehicle apparatus positioning
3. START Triage

4. Hazardous Materials Awareness
5. Mass Casualty Incidents due to Terrorism and Disaster

1. Situational awarenes of scene safety
2. Use of personal protective equipment

Equity Based Curriculum

- Course Content

Address
Lecture presentations, discussions, and case studies involving the assessment and treatment of various patient populations.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   Give oral presentations on the Nucchal cord case to the class and instructor.

   1. ~~Textbook~~

2. **Assignment** ~~**readings**~~ **Type** Writing
   Add Assignment

   Prepare a report on the simulated patient case involving nucchal cord presentation

3. **Assignment Type** Writing
   Add Assignment

   Read Chapter 45 on Obstetrics

   1. ~~Read Chapter 41, Obstetrics~~
   2. ~~Homework questions~~

      1. ~~Complete practice actifities for Chapter 41~~

   3. ~~Written reports~~

      1. ~~Prepare a report on the simulated patient case involving nucchal cord presentation.~~

   4. ~~Oral presentations~~

1. ~~Report the Nucchal cord case to the class and instructor.~~

5. ~~Manipulative demonstrations~~

1. ~~Demonstrate how to safely and properly manage an infant being born with a nucchal cord presentation.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of EMS 11, the student will be able to formulate~~ Formulate a differential diagnosis of the emergency syndromes when evaluating a pediatric patient with shortness of breath.
2. **Outcome Text**
   ~~Upon completion of EMS 11, the student will be able to perform~~ Perform the correct emergency medical treatment for the condition observed when presented with a clinical condition identified by a 12-lead electrocardiogram.
3. **Outcome Text**
   ~~Upon completion of EMS 11, the student will be able to read~~ Read and interpret a 12-lead electrocardiogram in order to describe a syndrome under the umbrella of Acute Coronary Syndromes.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course EMS 10 - Paramedic Theory 1(~~Active~~ Launched)
   Skills Analysis
   Requisite Course Objective(s)
   - Integrate comprehensive knowledge of life span development.
     Degree of Importance ~~Recommended~~ Required
   - Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
     Degree of Importance ~~Recommended~~ Required
2. **Requisite Type** Prerequisite
   Requisite Course EMS 12 - Paramedic Laboratory 1(~~Historical~~ Launched)
   Min Grade ~~C~~ P
   Skills Analysis
   Requisite Course Objective(s)

- Integrate and synthesize the multiple determinants of health and clinical care.
  Degree of Importance ~~Recommended~~ Required
- Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.
  Degree of Importance ~~Recommended~~ Required
- Demonstrate knowledge of the following topics:, Medication safety, medication legislation, medication naming, classifications and schedules; give various examples of medication interactions and medication toxicity.
  Degree of Importance ~~Recommended~~ Required
- Using a comprehensive knowledge of anatomy, physiologies, and pathophysiology of the respiratory system, construct an assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
  Degree of Importance ~~Recommended~~ Required
- Discuss the assessment and management of adequate and inadequate ventilation.
  Degree of Importance ~~Recommended~~ Required
- Describe In step-by-step fashion, the generic procedure of rapid sequence intubation.
  Degree of Importance ~~Recommended~~ Required

3. **Requisite Type** Corequisite
   Requisite Course EMS 13 - Paramedic Laboratory 2(~~Historical~~ Launched)
   Requisite Validation Lecture-Lab Pairing
   Skills Analysis
   Requisite Course Objective(s)

   - Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient
     Degree of Importance Required
   - Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
     Degree of Importance Required
   - Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
     Degree of Importance Required
   - Integrate and synthesize the multiple determinants of health and clinical care.
     Degree of Importance Required
   - Perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: medical patient management, cardiac patient management, special population patients, and simulated patient encounters.
     Degree of Importance Required
   - Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.
     Degree of Importance Required

Catalog View **Prerequisite:** EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of P,
Corequisite: EMS 13

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  ~~Psychomotor skills exams~~ Monthly
- Quizzes
  Frequency
  Weekly ~~quizzes~~
- Oral Presentation
  Frequency
  ~~Presentation~~ Once ~~on~~ a ~~patient care scenarios~~ semester
- Group Projects
  Frequency
  ~~Work~~ Once ~~in~~ a ~~small groups to reinforce concepts presented.~~ semester
- Class Participation
  Frequency
  ~~Weekly~~ Per ~~discussion~~ class ~~groups of case studies~~ session
- Home Work
  Frequency
  ~~Complete assigned reading and watch AV training.~~ Weekly

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our Dean, and hearing from
students who wanted to continue their education.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Syllabus

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

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

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

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

~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

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

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

  Frequency

  This will occur ~~twice~~ weekly
- **~~Social networking~~ Announcements :** ~~*A*~~ *Regular* ~~*social*~~ *announcements* ~~*networking*~~ *that* ~~*tool*~~ *are academic in nature will be* ~~*used*~~ *posted to* ~~*disseminate*~~ *the* ~~*academic information and allow for student comments*~~ *class* .

  Frequency

  ~~Students will be required to interact on the social media platform, a Facebook group. This will be required twice weekly.~~ Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also

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

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~20 skills exams and a final skills practical.~~ Weekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  ~~Students will participate in emergency care scenarios in face to face meetings (which occur twice per week).~~ Weekly

Textbooks/Materials

Software ~~No~~ Yes
Textbook

1. **Author(s)** ~~Andrew~~ Mick ~~Pollak MD FAAOS~~ J. Sanders, EMT - P, ~~Series~~ MS; ~~Editor~~ Kim McKenna, MEd, RN, CEN, EMT-P
   Title ~~Emergency~~ Sanders' ~~Care~~ Paramedic ~~in the Streets~~ Textbook
   Edition ~~8th~~ 6th
   Publisher ~~JB~~ Jones and Bartlett Learning
   ISBN-13 9781284277517
   Year ~~2018~~ 2025
2. **Author(s)** Barbara Aehlert & Tim Phalen
   Title The 12-Lead ECG in Acute Coronary Syndrome
   Edition 5th
   Publisher Elsevier
   ISBN-13 9780443122088
   Year 2025
3. **Title** Advanced Cardiac Life Support Provider Manual
   Edition Guideline 2020
   Publisher American Heart Association
   ISBN-13 9781616697723
   Year 2021
4. **Author(s)** National Association of Emergency Medical Technicians
   Title AMLS: Advanced Medical Life Support
   Edition 4th
   Publisher Jones and Bartlett Learning
   ISBN-13 9781284295542
   Year 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

5. **Author(s)** American Heart Association
   Title Pediatric Advanced Life Support Provider Manual
   Edition ~~3rd~~ Guideline 2020
   Publisher American Heart Association
   ISBN-13 978161669785-3
   Year ~~2018~~ 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
6. **Author(s)** National Association of Emergency Medical Technicians (NAEMT)
   Title ~~Advanced~~ EPC: ~~Cardiac~~ Emergency ~~Life~~ Pediatric ~~Support~~ Care 4e with Course Manual
   Edition ~~15th~~ 4th
   Publisher ~~American~~ Jones ~~Heart~~ and ~~Association-Emergency~~ Bartlett ~~Care Commitee~~ Publishing
   ISBN-13 9781284255096
   Year ~~2015~~ 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
7. **Author(s)** National Association of Emergency Medical Technicians (NAEMT)
   Title TECC: Tactical Emergency Casualty Care
   Edition 2nd
   Publisher Jones and Bartlett Publishing
   ISBN-13 9781284483871
   Year 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

Software

1. **Title** EMCE
   Edition/Version
   Publisher/Manufacturer
   Description
   Clinical and field training shift scheduler. EMCE also tracks the number of clinical procedures performed by the paramedic student in the laboratory, clinical site, and field ambulance internship.
   Or Equivalent No

Other Materials Required of Students

v

1. ~~**Enter Required Material**~~
   ~~Students must provide protective equipment such as gloves, surgical face masks, and safety glasses.~~

2. **Enter Required Material**
   Students must also purchase uniform shirt with program patches on sleeves.

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

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

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

C-ID EMS 101 X
Already approved unsubstantial change ~~No~~ Yes

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

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

Codes and Dates

Course Codes
Originator ~~Wong, Sebastian~~ Frith, Michael

Origination Date
~~07~~ 10 / ~~01~~ 03 / ~~2020~~ 2023

Entry of Special Dates

-
-

Instructional Services
Effective Term ~~Fall 2021~~ Fall 2025

Implementation Date ~~-~~
~~08/15/2021~~

11/05/2024

Course CB Codes
CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Emergency Medical Services 11
Paramedic Theory 2

Effective: Fall 2025

Catalog Description:

EMS 11 - Paramedic Theory 2
6.00 Units

This course provides paramedic didactic education and training following the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes cognitive content associated with Medical emergencies, special patient populations, and EMS operations.

Prerequisite: EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of P, **Corequisite:** EMS 13

Course Grading: Letter Grade Only

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint
B. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
C. Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.

D. Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.
E. Consider operational roles and responsibilities to ensure safe patient, public, and personnel safety.

Course Content:

1. Medicine
    1. Medical Overview
    2. Neurology
        1. Altered mental status
        2. Stroke
        3. Transient Ischemic Attack
        4. Seizures
        5. Headache
        6. Dementia/Parkinsons
        7. Wernicke's encephalopathy
    3. Abdominal and Gastrointestinal Disorders
        1. Peptic ulcer disease
        2. Colitis
        3. Crohn's Disease
        4. Bowel obstruction
        5. Hernia
    4. Immunology
        1. Rheumatoid arthritis
        2. Lupus
        3. Anaphalaxis
    5. Infectious Diseases
        1. Tuberculosis
        2. AIDS
        3. SARS
        4. Hepatitis
        5. Pneumonia
        6. Meningitis
        7. Lyme disease
        8. MRSA
    6. Endocrine Disorders
        1. Diabetes mellitus
        2. Cushing's disease
        3. Hypo/Hyper thyroidism
    7. Psychiatric
        1. Assessment of the acute psychiatric emergency
        2. Acute psychosis
        3. Agitated delirium
        4. Cognitive disorders

5. Personality disorders
6. Medication management of an acute psychiatric patient

8. Cardiovascular
    1. Acute Coronary Syndrome
    2. Cardiac Arrest
    3. Congestive Heart Failure
    4. Myocardial infarction
    5. Cardiac tamponade
    6. Cardiogenic shock
    7. Aortic aneurysm/dissection
    8. Thromboembolic disease
    9. Valvular disease
    10. Congenital heart disease
9. Toxicology
    1. Medication overdose
    2. Hallucinogens
    3. Opiates
    4. Alcoholism
    5. Household poisons
10. Respiratory
    1. Emphysema
    2. Pulmonary edema
    3. Bronchitis
11. Hematology
    1. Sickle cell disease
    2. Hemophilia
    3. Disseminated Intravascular Coagulation
12. Genitourinary/Renal
    1. Kidney stones
    2. Complicaitons of renal dialysis
13. Gynecology
    1. Vaginal bleeding
    2. Care of the sexual assault patient
    3. Pelvic inflammatory disease
    4. Ovarian cysts

2. Non-Traumatic Musculoskeletal Disorders
3. Diseases of the Eyes, Ears, Nose and Throat
    1. Hyphema
    2. Epistaxis
    3. Rhinitis
    4. Pharyngitis
    5. Peritonsilar abcess
4. Special Populations
    1. Obstetrics
        1. Complications related to pregnancy

1. Gestational diabetes
2. Complications of labor
3. Complications of delivery
    1. Caudal or breech presentation
    2. Nucchal cord

2. Neonatal Care
    1. Meconium post delivery
    2. Hypothermia
3. Pediatrics
    1. Assessment of the pediatric patient
    2. Abuse and neglect
4. Geriatrics
    1. Assessment of the geriatric patient
    2. Abuse and neglect
    3. Polypharmacy
5. Patients with Special Challenges
    1. Homelessness and Poverty
    2. Bariatric patient
    3. Hospice patients
    4. Tracheostomy patients
    5. Developmentally disabled patients

5. EMS Operations
    1. Principles of Safely Operating a Ground Ambulance
    2. Incident Management
    3. Multiple Casualty Incidents
        1. Scene size up
        2. Vehicle apparatus positioning
        3. START Triage
    4. Hazardous Materials Awareness
    5. Mass Casualty Incidents due to Terrorism and Disaster
        1. Situational awarenes of scene safety
        2. Use of personal protective equipment

Methods of Instruction:

1. Written Exercises - Students will prepare essays and prehospital care reports as homework to show how they would treat a simulated patient.
2. Student Presentations - Students will present for example the flow of circulation of blood in the circulatory system and how derangement of the normal flow will cause an emergency condition. Another example would be how to properly prepare a nebulizer apparatus to deliver medication to a patient suffering an asthma attack.
3. Audio-visual Activity - Students will watch videos before class illustrating parts of the lecture and in class to gain further instruction on procedures of managing emergencies.
4. Lecture - Instructor will start with a brief lecture of the important points of the lecture and review them with the students.

5. Classroom Activity - Students will work in assigned groups to test each other on medications and their actions, definitions of medical emergency conditions, and proper treatment protocols.
6. Student Presentations - Students will present for example the flow of circulation of blood in the circulatory system and how derangement of the normal flow will cause an emergency condition. Another example would be how to properly prepare a nebulizer apparatus to deliver medication to a patient suffering an asthma attack.

Typical Assignments

A. Other:
Give oral presentations on the Nucchal cord case to the class and instructor.

B. Writing:
Prepare a report on the simulated patient case involving nucchal cord presentation

C. Writing:
Read Chapter 45 on Obstetrics

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Weekly
C. Oral Presentation
    1. Once a semester
D. Group Projects
    1. Once a semester
E. Class Participation
    1. Per class session
F. Home Work
    1. Weekly

Student Learning Outcomes

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

A. Formulate a differential diagnosis of the emergency syndromes when evaluating a pediatric patient with shortness of breath.
B. Perform the correct emergency medical treatment for the condition observed when presented with a clinical condition identified by a 12-lead electrocardiogram.
C. Read and interpret a 12-lead electrocardiogram in order to describe a syndrome under the umbrella of Acute Coronary Syndromes.

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. Barbara Aehlert & Tim Phalen *The 12-Lead ECG in Acute Coronary Syndrome*. 5th ed., Elsevier , 2025.
3. American Heart Association *Advanced Cardiac Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
4. National Association of Emergency Medical Technicians *AMLS: Advanced Medical Life Support*. 4th ed., Jones and Bartlett Learning, 2025.
5. American Heart Association *Pediatric Advanced Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
6. National Association of Emergency Medical Technicians (NAEMT) *EPC: Emergency Pediatric Care 4e with Course Manual*. 4th ed., Jones and Bartlett Publishing, 2022.
7. National Association of Emergency Medical Technicians (NAEMT) *TECC: Tactical Emergency Casualty Care*. 2nd ed., Jones and Bartlett Publishing, 2020.

Software:

1. EMCE. , (/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Computer access with an internet connection.
2. Students must also purchase uniform shirt with program patches on sleeves..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: EMS 12 - Paramedic Laboratory 1

Course Modification: EMS 12 - Paramedic Laboratory 1 (Launched - Implemented 11-05-2024)
compared with
EMS 12 - Paramedic Laboratory 1 (Active - Implemented 08-15-2021)

Cover

Effective Term Fall ~~2021~~ 2025
Material fees apply to this course? Yes

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

~~**Lecture Hours**~~	
Lab Hours	216
Inside of Class Hours	216

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Industry-Recognized-Training ~~No~~ Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Current (not expired) National Registered Paramedic certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.
Courses: EMS 10, 11, 12, 13, 16, and 17

Course Content

Lecture Content
Lab Content

1. Airway and breathing

    1. BLS Airway and Oxygen Administration
    2. Esophageal-Tracheal Multi-Lumen Airways
    3. BiPAP/CPAP
    4. Needle Chest decompression
    5. Percutaneous cricothyroidotomy
    6. ETCO2/Capnography
    7. Nasogastric/Orogstric Tube Placement
    8. Chest tube monitoring
    9. End tidal CO2 monitoring
    10. Naso/orogastric tube insertion
    11. Oral and nasal endotracheal intubation
    12. Airway Obstruction removal by direct laryngoscopy
    13. Pulse oximetry devices
    14. Difficult airway techniques
    15. PEEP

2. Patient assessment

    1. Scene management/leadership
    2. History/Physical examination
    3. Field Impression
    4. Health screening and referrals

5. Use of mechanical monitors

    1. End Tidal CO2 monitors
    2. Pulse oximetry monitors

6. Blood chemistry analysis

3. Communication

    1. Therapeutic communications
    2. Culturally sensitive
    3. Documentation
    4. EMS system communications

4. Pharmacologic interventions

    1. Intraosseous insertion

        1. Adult
        2. Pediatric

    2. Enteral and parenteral administration of medications
    3. Administration techniques of medications

        1. Intramuscular
        2. Subcutaneous
        3. Sublingual

4. Access indwelling catheters and implanted central IV ports
5. Maintain infusion of blood or blood products
6. Blood sampling
7. Thrombolytic initiation
8. Administer physician approved medications

5. Trauma patient care

1. Rapid extrication techniques
2. ABCDE assessment
3. Spinal immobilization
4. Splinting and bandaging
5. Morgan lens

6. Simulated Patient Encounters:

1. Trauma Patients
2. Burn Patients

~~**Lab Content**~~ -

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Students will watch skills videos in preparation to perform skills
- Classroom Activity

Comments
Students will develop various scenarios

- Discussion
  Comments
  Student will discuss various diagnosis and treatment options
- Lab
  Comments
  Students will demonstrate various skills
- Observation
  Comments
  Students will watch instructors demonstrate skills and running scenarios
- Simulations
  Comments
  Students participate in scenarios related to course content in lead and assistant roles
- Student Presentations
  Comments
  Students will present various student developed scenarios
- Written Exercises
  Comments
  Students will complete drug sheets

Equity Based Curriculum

- Course Content
  Address
  Discussions and scenarios involving the assessment and treatment of various patient populations

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment

    1. ~~Textbook readings~~

        1. ~~Read Chapter 11, Medication Administration~~

    2. ~~Written reports~~

1. ~~Complete practice activities for Chapt. 11 Medication Administration~~

3. ~~Oral presentations~~

1. ~~Prepare a class presentation for the instructor and classmates regarding~~ Demonstrate the proper method of injecting a medication into an intramuscular site ~~:~~

4. ~~Manipulative~~ , ~~demonstrations~~

1. Demonstrate ~~teh~~ the safe and proper technique for inserting an intravenous cannulation

2. **Assignment Type** _ Writing
Add Assignment _

1. ~~Skills~~ Write ~~practice~~

1. ~~Practice~~ a ~~insertion~~ Patient ~~of~~ Care ~~intravenous cannulas~~ Report on ~~classmates~~ scenario ~~in~~ runned ~~a~~ by ~~1-1 setting.~~ student

3. **Assignment Type** _ Reading
Add Assignment _

1. Read Chapter 11, Medication Administration

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of EMS 12, the student will be able to demonstrate~~ Demonstrate the successful insertion of an endotracheal tube into a simulated trachea.
2. **Outcome Text**
~~Upon completion of EMS 12, the student will be able to demonstrate~~ Demonstrate the successful insertion of an intravenous catheter into a simulated vein.
3. **Outcome Text**
~~Upon completion of EMS 12, the student will be able to perform~~ Perform medication calculations.
4. **Outcome Text**

~~Upon successful completion of EMS 12, the student should be able to demonstrate~~ Demonstrate the psychomotor skills related to medication administration, patient assessment, and airway management.

5. **Outcome Text**
   ~~Upon successful completion of EMS 12, the student will be able to use~~ Use a variety of skills from their completed portfolio to assess a patient and carry out appropriate treatment.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** ~~Prerequisite~~ Corequisite
   Requisite Course EMS ~~20~~ 10 - ~~Emergency~~ Paramedic ~~Medical~~ Theory ~~Technician~~ 1 (~~Active~~ Launched)
   Min Grade ~~B~~
   Requisite Validation ~~Content~~ Lecture-Lab ~~Review~~ Pairing
   Skills Analysis
   Requisite Course Objective(s)
   - ~~Explain~~ Integrate comprehensive knowledge of EMS systems, the ~~roles and responsibilities~~ safety/well-being of the ~~EMT~~ paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.
     Degree of Importance ~~Recommended~~ Required
   - ~~Describe~~ Integrate ~~how~~ a ~~an~~ complex ~~EMT~~ depth ~~functions~~ and ~~within~~ comprehensive breadth of knowledge of the ~~Alameda County EMS System~~ anatomy and ~~the~~ physiology ~~established~~ of ~~policies,~~ all ~~procedures,~~ human ~~and protocols~~ systems
     Degree of Importance ~~Recommended~~ Required
   - ~~Recognize~~ Integrate ~~conditions~~ comprehensive anatomical and ~~situations~~ medical ~~that~~ terminology ~~require~~ and ~~pre-hospital~~ abbreviations into the written and oral communication with colleagues and other health care ~~and/or stabilization~~ professionals.
   - ~~Perform rapid,~~ Integrate comprehensive ~~,~~ ~~and~~ knowledge ~~accurate~~ of ~~patient~~ pathophysiology ~~assessments~~ of major human systems
   - ~~Demonstrate~~ Integrate ~~psychomotor~~ comprehensive ~~competencies~~ knowledge of ~~all~~ life ~~skills~~ span ~~and interventions within the EMT scope of practice according to the standards of the National Registry of Emergency Medical Technicians~~ development.
   - ~~Manage~~ Apply ~~a~~ fundamental ~~multi-casualty~~ knowledge ~~incident~~ of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
     Degree of Importance ~~Recommended~~ Required
   - ~~Demonstrate~~ Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the ~~proper~~ overall ~~use and maintenance~~ health of ~~all biomedical equipment used by~~ the ~~EMT~~ patient.
   - ~~Explain~~ Integrate complex knowledge of anatomy, physiology, and pathophysiology into the ~~medical/legal~~ assessment ~~aspects~~ to develop and implement a treatment plan with

the goal of ~~emergency~~ assuring ~~care~~ a patent airway, adequate mechanical ventilation, and ~~issues~~ respiration ~~related~~ for ~~to~~ patients ~~proper~~ of ~~documentation,~~ all ~~confidentiality statutes such as HIIPAA and ethics~~ ages.

- ~~Assist~~ Integrate ~~paramedics~~ scene and patient assessment findings with ~~the delivery~~ knowledge of ~~advanced~~ epidemiology ~~life~~ and ~~support~~ pathophysiology ~~within~~ to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the ~~EMT~~ assessment ~~scope~~ and ~~of~~ formulate ~~practice~~ a treatment plan.

  Degree of Importance ~~Recommended~~ Required
- ~~Prevent~~ Integrate ~~disease~~ assessment ~~transmission~~ findings ~~through~~ with ~~the use~~ principles of ~~body~~ epidemiology ~~substance~~ and ~~isolation~~ pathophysiology ~~principles~~ to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient
- ~~Discuss~~ Integrate ~~wellness~~ comprehensive ~~issues~~ knowledge ~~such~~ of ~~as stress management, body mechanics, lifting techniques,~~ causes and ~~use~~ pathophysiology into the management of ~~personal~~ cardiac ~~protective~~ arrest ~~equipment~~ and peri-arrest states.

  Degree of Importance ~~Recommended~~ Required
- ~~Differentiate~~ Integrate ~~communication~~ a ~~strategies~~ comprehensive ~~for different ages, stage~~ knowledge of ~~development~~ the causes and pathophysiology into the management of shock , ~~patients~~ respiratory failure or arrest with ~~special~~ an ~~needs,~~ emphasis ~~and~~ on ~~diverse~~ early ~~cultures~~

  ~~**Degree**~~ **intervention** ~~**of**~~ **to** ~~**Importance**~~ prevent ~~Recommended~~
- ~~- Demonstrate principles of safely and correctly administering medications within the EMT scope of practice and identifying those medications~~ arrest.

  Degree of Importance Required

2. ~~**Requisite Type**~~ ~~- Prerequisite~~
   ~~**Subject**~~ ~~- BIO (Biological Sciences)~~
   ~~**Requisite Course**~~ ~~- BIO 50 - Anatomy and Physiology(Historical)~~
   ~~**Non Course Requirements**~~ ~~-~~
   ~~**Min Grade**~~ ~~- C~~
   ~~**Comments**~~ ~~-~~
   ~~**Requisite Validation**~~ ~~- Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Explain basic structural organization and function of the major tissues, organs, and organs systems of the human body~~

     ~~**Degree of Importance**~~ ~~- Recommended~~
   - ~~- Relate structure to function in the organs and tissues~~

     ~~**Degree of Importance**~~ ~~- Recommended~~
   - ~~- Explain the role of individual organs in maintaining homeostasis and predict the major effects of upsetting the function of each organ~~

     ~~**Degree of Importance**~~ ~~- Recommended~~
   - ~~- Properly use anatomical and physiological terminology~~

     ~~**Degree of Importance**~~ ~~- Recommended~~

- - Make a cursory evaluation of pathological states
  Degree of Importance - Recommended
- - Solve conceptual and practical anatomy and physiology problems
  Degree of Importance - Recommended
- - Develop necessary background for further health and medical science coursework
  Degree of Importance - Recommended

3. **Requisite Type** - Prerequisite
   Subject - EMS (Emergency Medical Services)
   Requisite Course - EMS 62 - Basic Medical Terminology(Active)
   Non Course Requirements -
   Min Grade - C
   Comments -
   Requisite Validation - Content Review
   Skills Analysis
   Requisite Course Objective(s)

   - - Utilize components of medical terms
     Degree of Importance - Recommended
   - - Combine prefixes, word roots, and suffixes to create medical terms related to surgery
     Degree of Importance - Recommended
   - - Use anatomical, diagnostic, surgical and additional terms as they relate to each body system
     Degree of Importance - Recommended
   - - Construct and combine compound words
     Degree of Importance - Recommended
   - - Pronounce medical terms
     Degree of Importance - Recommended
   - - Write medical terms using correct spelling
     Degree of Importance - Recommended
   - - Use standard medical abbreviations appropriately
     Degree of Importance - Recommended

4. **Requisite Type** - Corequisite
   Subject - EMS (Emergency Medical Services)
   Requisite Course - EMS 10 - Paramedic Theory 1(Historical)
   Non Course Requirements -
   Min Grade -
   Comments - provides requisite knowledge for students to apply in EMS 12 Laboratory.
   Requisite Validation -

Catalog View **Prerequisite:** EMS 20 with a minimum grade of B, BIO 50 with a minimum grade of C, EMS 62 with a minimum grade of C, **Corequisite:** EMS 10 provides requisite knowledge for students to apply in EMS 12 Laboratory.

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  ~~Skills~~ Three ~~Exams,~~ times ~~Weekly~~ a semester
- Quizzes
  Frequency
  ~~Drug~~ Weekly
- ~~Quizzes~~ Simulation
  Frequency ~~Monthly~~
  Weekly
- Class Participation
  Frequency
  ~~Simulations~~ Each ~~Weekly~~ class session
- Class Work
  Frequency
  ~~Group~~ Each ~~study~~ class ~~on~~ session
- ~~paramedic~~ Lab ~~case~~ Activities
  Frequency ~~studies~~
  Each class session

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our supervisor, and hearing from
_ students.
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

DE Course Interactions

Instructor-Student Interaction

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

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

Student-Content Interaction

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

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~Weekly~~ Quizzes ~~Exams~~ weekly , ~~Quizzes~~ Skills ~~Monthly~~ Test twice a semester , Final Skills Exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly ~~Synchronous via Webconferencing~~

Textbooks/Materials

Textbook

1. **Author(s)** ~~Andrew~~ Mick ~~Pollak MD FAAOS~~ J. Sanders, EMT - P, ~~Series~~ MS; ~~Editor~~ Kim McKenna, MEd, RN, CEN, EMT-P
   Title ~~Emergency~~ Sanders' ~~Care~~ Paramedic ~~in the Streets~~ Textbook
   Edition ~~8th~~ 6th
   Publisher ~~JB~~ Jones and Bartlett Learning
   ISBN-13 9781284277517
   Year ~~2018~~ 2025

2. **Title** Prehospital Trauma Life Support ~~- Military Edition~~
   Edition ~~9th~~ 10th
   Publisher ~~JB~~ Jones and Bartlett Learning
   ISBN-13 9781284272314
   Year ~~2018~~ 2024

Software

1. **Title** ~~FISDAP~~ EMCE
   Edition/Version ~~2.0~~ No noted
   Publisher/Manufacturer ~~Headwaters~~ S2N ~~Software~~ Ventures, ~~Inc.~~ LLC dba EMCE

General Education/Transfer Request

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

C-ID proposal ~~Yes~~ No

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

Codes and Dates

Course Codes

Originator ~~Wong, Sebastian~~ Frith, Michael

Origination Date

~~07~~ 10 / ~~16~~ 05 / ~~2020~~ 2023

~~**Entry of Special Dates**~~

- ~~Board of Trustees~~
  ~~01/19/2021~~
- ~~State Approval~~
  ~~01/23/2021~~

- ~~CC Approval~~
  ~~10/19/2020~~

Instructional Services

Effective Term ~~Fall 2021~~ Fall 2025

Implementation Date ~~08/15/2021~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Emergency Medical Services 12
Paramedic Laboratory 1

Effective: Fall 2025

Catalog Description:

EMS 12 - Paramedic Laboratory 1
4.00 Units

Provides the skills portion of the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes psychomotor skills associated with: preparatory, anatomy and physiology, pharmacology, airway management, patient assessment, and trauma patient management.

Corequisite: EMS 10

Course Grading: Pass/No Pass

Lab Hours	216
Inside of Class Hours	216

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
B. Integrate and synthesize the multiple determinants of health and clinical care.
C. Perform psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: airway and breathing, patient assessment, pharmacologic interventions, and trauma patient management.
D. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.

E. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
F. Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.
G. Create a treatment plan intended to mitigate emergencies and improve the overall health of the patient using knowledge of emergency medical pharmacology.
H. Compare and contrast the names, mechanism of action, indications, contraindications, complications, routes of administration, side effects, interactions, dose, and any specific administration considerations, for all of the emergency medications and intravenous fluids utilized by the local training institution. Individual training programs have the authority to add any medication used locally by paramedic providers.
I. Apply to patient assessment and management, a fundamental knowledge of the medications carried by paramedics that may be administered to a patient during an emergency.
J. Demonstrate knowledge of the following topics:, Medication safety, medication legislation, medication naming, classifications and schedules; give various examples of medication interactions and medication toxicity.
K. Identify medication routes of administration.
L. Calculate and regulate the flow rate for an IV infusion given the volume, drop factor, and time frame.
M. Perform the following tasks according to the NREMT ALS Psychomotor Skill Sheet Standards: withdraw solutions from ampoules and vials with an appropriately sized syringe, assemble a preloaded syringe (e.g., Bristoject, Abbojet, preload cartridges, etc.), administer an IV push medication, administer IM injections via the: dorsogluteal, ventrogluteal, vastus lateralis, and deltoid sites, administer subcutaneous injections, calculate, mix, and administer an IV medication infusion using microdrip Tubing.
N. Using a comprehensive knowledge of anatomy, physiologies, and pathophysiology of the respiratory system, construct an assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
O. Demonstrate knowledge of the following topics: Anatomy of the respiratory system, physiology, and pathophysiology of respiration of pulmonary ventilation, oxygenation and respiration, assessment and management of adequate and inadequate respiration, supplemental oxygen therapy.
P. Discuss the assessment and management of adequate and inadequate ventilation.
Q. Describe In step-by-step fashion, the generic procedure of rapid sequence intubation.
R. Perform the suctioning technique in the following situations: Oropharyngeal, Endotracheal, Nasopharyngeal, Tracheotomy.
S. Secure a patent airway using an endotracheal tube, King LT airway or other supraglottic airway device.
T. Perform the following procedures under the guidance of a clinical laboratory instructor Intraosseous insertion of an IO needle, enteral and parenteral administration of approved prescription medications, Access indwelling catheters and implanted central IV ports, administer medications by IV infusion, Maintain infusion of blood or blood products, perform blood sampling, thrombolytic initiation, administer physician approved medications, place a Morgan Lens.
U. Identify assessment findings of a simulated patient presentation and formulate a field treatment plan for a patient with a major traumatic systems and minor traumatic injuries.
V. Formulate a comprehensive treatment/disposition plan for an acutely injured patient.

Course Content:

1. Airway and breathing
    1. BLS Airway and Oxygen Administration
    2. Esophageal-Tracheal Multi-Lumen Airways
    3. BiPAP/CPAP
    4. Needle Chest decompression
    5. Percutaneous cricothyroidotomy
    6. ETCO2/Capnography
    7. Nasogastric/Orogstric Tube Placement
    8. Chest tube monitoring
    9. End tidal CO2 monitoring
    10. Naso/orogastric tube insertion
    11. Oral and nasal endotracheal intubation
    12. Airway Obstruction removal by direct laryngoscopy
    13. Pulse oximetry devices
    14. Difficult airway techniques
    15. PEEP
2. Patient assessment
    1. Scene management/leadership
    2. History/Physical examination
    3. Field Impression
    4. Health screening and referrals
    5. Use of mechanical monitors
        1. End Tidal CO2 monitors
        2. Pulse oximetry monitors
    6. Blood chemistry analysis
3. Communication
    1. Therapeutic communications
    2. Culturally sensitive
    3. Documentation
    4. EMS system communications
4. Pharmacologic interventions
    1. Intraosseous insertion
        1. Adult
        2. Pediatric
    2. Enteral and parenteral administration of medications
    3. Administration techniques of medications
        1. Intramuscular
        2. Subcutaneous
        3. Sublingual
    4. Access indwelling catheters and implanted central IV ports
    5. Maintain infusion of blood or blood products
    6. Blood sampling
    7. Thrombolytic initiation
    8. Administer physician approved medications
5. Trauma patient care

1. Rapid extrication techniques
2. ABCDE assessment
3. Spinal immobilization
4. Splinting and bandaging
5. Morgan lens

6. Simulated Patient Encounters:
    1. Trauma Patients
    2. Burn Patients

Methods of Instruction:

1. Classroom Activity - Students will develop various scenarios
2. Discussion - Student will discuss various diagnosis and treatment options
3. Lab - Students will demonstrate various skills
4. Written Exercises - Students will complete drug sheets
5. Student Presentations - Students will present various student developed scenarios
6. Observation - Students will watch instructors demonstrate skills and running scenarios
7. Simulations - Students participate in scenarios related to course content in lead and assistant roles
8. Audio-visual Activity - Students will watch skills videos in preparation to perform skills

Typical Assignments

A. Laboratory:
    1. Demonstrate the proper method of injecting a medication into an intramuscular site, Demonstrate the safe and proper technique for inserting an intravenous cannulation

B. Writing:
    1. Write a Patient Care Report on scenario runned by student

C. Reading:
    1. Read Chapter 11, Medication Administration

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Three times a semester

B. Quizzes
    1. Weekly

C. Class Participation
    1. Each class session

D. Class Work
    1. Each class session

E. Lab Activities
    1. Each class session

F. Simulation
    1. Weekly

Student Learning Outcomes

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

A. Demonstrate the successful insertion of an endotracheal tube into a simulated trachea.
B. Demonstrate the successful insertion of an intravenous catheter into a simulated vein.
C. Perform medication calculations.
D. Demonstrate the psychomotor skills related to medication administration, patient assessment, and airway management.
E. Use a variety of skills from their completed portfolio to assess a patient and carry out appropriate treatment.

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. National Association of Emergency Medical Technicians *Prehospital Trauma Life Support.* 10th ed., Jones and Bartlett Learning, 2024.

Software:

1. EMCE. S2N Ventures, LLC dba EMCE, (No noted/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer with an internet connection.
2. Personal Protective Equipment including proper footwear, pants, and shirt. .

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: EMS 13 - Paramedic Laboratory 2

Course Modification: EMS 13 - Paramedic Laboratory 2 (Launched - Implemented 11-05-2024)
compared with
EMS 13 - Paramedic Laboratory 2 (Active - Implemented 08-15-2021)

Cover

Effective Term Fall ~~2021~~ 2025
Material fees apply to this course? Yes

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

Lab Hours	216
Inside of Class Hours	216

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Industry-Recognized-Training ~~No~~ Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Current (not expired) National Registered Paramedic certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.
Courses: EMS 10, 11, 12, 13, 16, and 17

Course Content

Lecture Content
Lab Content

1. Medical Patient Management

1. Initial assessment
2. Focused physical examination
3. Transport and destination decision
4. Turnover to hospital staff

2. Medical Patient Care

    1. Pharmacologic interventions

        1. Paramedic scope of practice medications
        2. Recognition and identification of prescribed medications

    2. Non-pharmacologic interventions

        1. Use of Continuous Positive Airway Pressure ventilation (CPAP)

    3. Multi-lead EKG acquisition
    4. Rhythm interpretation

        1. Heart blocks
        2. Atrial dysrythmias
        3. Ventricular dysrhythmias

    5. Electrical therapy

        1. defibrillation

2. synchronized cardioversion
3. transcutaneous pacing

6. Carotid massage
7. Blood chemistry analysis
8. Central line monitoring
9. IO insertion
10. IV insertion
11. Venous blood sampling

3. Special Population (OB, neonate, pediatric, geriatrics, patients with special challenges)

1. Initial assessment
2. Focused physical examination
3. Pharmacologic interventions

1. Use of Broselow Tape medication administration system

4. Non-pharmacologic interventions

1. High risk childbirth conditions

5. Transport and destination decision
6. Turnover to hospital staff

4. Simulated patient encounters

1. Medical

    1. Cardiac Arrest patient scenarios
    2. Critical cardiac patient scenarios
    3. Critical respiratory patient ~~scenarios~~ scenariosa

~~Lab Content~~

Methods of Instruction

Check all that apply:

- ~~Critique~~ Audio-visual Activity
  Comments
  Students will watch skills videos in preparation to perform skills
- ~~Demonstration~~ Classroom Activity
  Comments
  Students will develop various scenarios
- Discussion
  Comments
  Student will discuss various diagnosis and treatment options
- Lab
  Comments
  Students will demonstrate various skills
- Observation
  Comments
  Students will watch instructors demonstrate skills and running scenarios
- Simulations
  Comments
  Students participate in scenarios related to course content in lead and assistant roles
- Student Presentations
  Comments
  Students will present various student developed scenarios
- Written Exercises
  Comments
  Students will complete drug sheets and patient care reports

Equity Based Curriculum

- Course Content
  Address
  Discussions and scenarios involving the assessment and treatment of various patient populations

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   1. ~~Textbook readings~~

      1. ~~Read Chapter 17, Cardiovascular Emergencies~~

   2. ~~Written reports~~

      1. ~~Prepare a written report on the proper medical treatment of an inferior myocardial infarction including the dangers of nitroglycerin administration.~~

   3. ~~Oral presentations~~

      1. Present a simulated patient case suffering from an inferior wall M.I. and discuss with the instructor and students the pitfalls of administering NTG and the benefit of a fluid bolus with analgesia.

2. **Assignment Type** Writing
   Add Assignment

   1. ~~Manipulative~~ Prepare ~~demonstrations~~ a written report on the proper medical treatment of an inferior myocardial infarction including the dangers of nitroglycerin administration.

3. **Assignment Type** Reading
   Add Assignment

   1. Read Chapter 30 on Hematology

4. **Assignment Type** Laboratory
   Add Assignment

   1. Demonstrate how to safely and properly locate patient electrodes on the chest for the acquisition of a 12 lead ECG

1. ~~Skills~~ ~~practice~~

   1. Acquire 12 lead ECG's from each other in the laboratory setting.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of EMS 13, the student will be able to manage~~ Manage and treat a pediatric patient in cardiac arrest using the standards of the American Heart Association Pediatric Advanced Life Support protocols.
2. **Outcome Text**
   ~~Upon completion of EMS 13, the student will be able to manage~~ Manage and treat an adult patient in cardiac arrest using the standards of the American Heart Association Advanced Cardiac Life Support protocols.
3. **Outcome Text**
   ~~Upon completion of EMS 13, the student will be able to properly~~ Properly identify a simulated dynamic and static electrocardiographic rhythm on a 4-lead ECG monitor and treat the syndrome signified by the ECG tracing.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** ~~Prerequisite~~ Corequisite
   Requisite Course EMS ~~10~~ 11 - Paramedic Theory ~~1~~ 2 (~~Historical~~ Launched)
   Min Grade ~~C~~
   Requisite Validation ~~Content~~ Lecture-Lab ~~Review~~ Pairing
   Skills Analysis
   Requisite Course Objective(s)

   - Integrate ~~comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.~~

- ~~- Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Integrate comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.~~
- ~~- Integrate comprehensive knowledge of pathophysiology of major human systems~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Integrate comprehensive knowledge of life span development.~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.~~
  ~~**Degree of Importance** - Required~~
- ~~- Integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.~~
  ~~**Degree of Importance** - Required~~
- ~~- Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.~~
  ~~**Degree of Importance** - Required~~
- ~~- Integrate~~ assessment findings with principles of epidemiology and pathophysiology to formulate a field impression ~~to~~ and implement a comprehensive treatment/disposition plan for ~~an acutely injured~~ a patient
  ~~**Degree of Importance** - Required~~ medical complaint
- Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
  Degree of Importance Required
- Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest. -
  ~~**Degree of Importance** - Required~~

2. ~~**Requisite Type** - Prerequisite~~
   ~~**Subject** - EMS (Emergency Medical Services)~~
   ~~**Requisite Course** - EMS 12 - Paramedic Laboratory 1(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

- - Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
  Degree of Importance - Recommended
- Integrate and assessment synthesize findings the with multiple determinants principles of health pathophysiology and clinical care.
  Degree knowledge of Importance psychosocial Recommended
- needs Perform to psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: airway and breathing, patient assessment, pharmacologic interventions, and trauma patient management.
  Degree of Importance - Required
- - Formulate formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.
  Degree of Importance - Required
- - Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
  Degree of Importance - Required
- - Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.
  Degree of Importance - Recommended
- - Create a treatment plan intended to mitigate emergencies and improve the overall health of the patient using knowledge of emergency medical pharmacology.
  Degree of Importance - Required
- - Compare and contrast the names, mechanism of action, indications, contraindications, complications, routes of administration, side effects, interactions, dose, and any specific administration considerations, for all of the emergency medications and intravenous fluids utilized by the local training institution. Individual training programs have the authority to add any medication used locally by paramedic providers.
  Degree of Importance - Required
- - Apply to patient assessment and management, a fundamental knowledge of the medications carried by paramedics that may be administered to a patient during an emergency.
  Degree of Importance - Required
- - Demonstrate knowledge of the following topics:, Medication safety, medication legislation, medication naming, classifications and schedules; give various examples of medication interactions and medication toxicity.
  Degree of Importance - Required
- - Identify medication routes of administration.
  Degree of Importance - Recommended
- - Calculate and regulate the flow rate for an IV infusion given the volume, drop factor, and time frame.
  Degree of Importance - Required
- - Perform the following tasks according to the NREMT ALS Psychomotor Skill Sheet Standards: withdraw solutions from ampoules and vials with an appropriately sized syringe, assemble a preloaded syringe (e.g., Bristoject, Abbojet, preload cartridges, etc.), administer an IV push medication, administer IM injections via the: dorsogluteal,

~~ventrogluteal, vastus lateralis, and deltoid sites, administer subcutaneous injections, calculate, mix, and administer an IV medication infusion using microdrip Tubing.~~
~~**Degree of Importance** - Required~~

- ~~- Using a comprehensive knowledge of anatomy, physiologies, and pathophysiology of the respiratory system, construct an assessment to develop~~ and implement ~~a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.~~
  ~~**Degree of Importance** - Required~~
- ~~- Demonstrate knowledge of the following topics: Anatomy of the respiratory system, physiology, and pathophysiology of respiration of pulmonary ventilation, oxygenation and respiration, assessment and management of adequate and inadequate respiration, supplemental oxygen therapy.~~
  ~~**Degree of Importance** - Required~~
- ~~- Discuss the assessment and management of adequate and inadequate ventilation.~~
  ~~**Degree of Importance** - Required~~
- ~~- Describe In step-by-step fashion, the generic procedure of rapid sequence intubation.~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Perform the suctioning technique in the following situations: Oropharyngeal, Endotracheal, Nasopharyngeal, Tracheotomy.~~
  ~~**Degree of Importance** - Required~~
- ~~- Secure a patent airway using an endotracheal tube, King LT airway or other supraglottic airway device.~~
  ~~**Degree of Importance** - Required~~
- ~~- Perform the following procedures under the guidance of a clinical laboratory instructor Intraosseous insertion of an IO needle, enteral and parenteral administration of approved prescription medications, Access indwelling catheters and implanted central IV ports, administer medications by IV infusion, Maintain infusion of blood or blood products, perform blood sampling, thrombolytic initiation, administer physician approved medications, place a Morgan Lens.~~
  ~~**Degree of Importance** - Required~~
- ~~- Identify assessment findings of a simulated patient presentation and formulate a field treatment plan for a patient with a major traumatic systems and minor traumatic injuries.~~
  ~~**Degree of Importance** - Required~~
- ~~- Formulate~~ a comprehensive treatment/disposition plan for ~~an~~ patients ~~acutely~~ with ~~injured~~ special ~~patient~~ needs .
  Degree of Importance Required

3. ~~**Requisite Type** - Corequisite~~
   ~~**Subject** - EMS (Emergency Medical Services)~~
   ~~**Requisite Course** - EMS 11 - Paramedic Theory 2(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** -~~
   ~~**Comments** - provides the didactic knowledge needed to succeed in skills labs of EMS 13.~~
   ~~**Requisite Validation** -~~

Catalog View **Corequisite:** EMS 11

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  Three times a semester
- Quizzes
  Frequency
  Weekly
- Simulation
  Frequency
  ~~Scenarios~~ Weekly
- Class Participation
  Frequency
  ~~Weekly~~ Each ~~group~~ class ~~practice of psychomotor skills and scenario evolutions~~ session
- Lab Activities
  Frequency
  ~~Weekly~~ Each ~~skills~~ class ~~Labs~~ session
- Final Class Performance
  Frequency
  Final Scenarios evaluation

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our supervisor, and hearing from students.

Accessibility

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

- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

DE Course Interactions

Instructor-Student Interaction

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

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

~~**Student-Student Interaction**~~

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

- ~~**Social networking:** *A social network tool will be used so students can communicate on course topics.*~~
  ~~**Frequency**~~
  ~~Bi-Weekly~~

Student-Content Interaction

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

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Quizzes weekly, Skills Test twice a semester, Final Skills Exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly ~~Synchronous via Webconferencing~~

Textbooks/Materials

Textbook

1. **Author(s)** ~~Andrew~~ Mick ~~Pollak MD FAAOS~~ J. Sanders, EMT - P, ~~Series~~ MS; ~~Editor~~ Kim McKenna, MEd, RN, CEN, EMT-P
   Title ~~Emergency~~ Sanders' ~~Care~~ Paramedic ~~in the Streets~~ Textbook
   Edition ~~8th~~ 6th
   Publisher ~~JB~~ Jones and Bartlett Learning
   ISBN-13 9781284277517
   Year ~~2018~~ 2025
2. **Author(s)** ~~Jones~~ Barbara ~~and~~ Aehlert ~~Bartlett~~ & Tim Phalen
   Title ~~Sanders~~ The ~~Paramedic~~ 12-Lead ~~Textbook~~ ECG in Acute Coronary Syndrome
   Publisher ~~JB Learning~~ Elsevier
   ISBN-13 9780443122088
   Year ~~2019~~ 2025
3. **Author(s)** American Heart Association ~~- Emergency Care Commitee~~
   Title Advanced Cardiac Life Support Provider Manual
   Edition ~~15th~~ Guideline 2020
   ISBN-13 9781616697723
   Year ~~2015~~ 2021
4. **Author(s)** National Association of Emergency Medical Technicians
   Title AMLS: Advanced Medical Life Support
   Edition 4th
   Publisher Jones and Bartlett Learning
   ISBN-13 9781284295542
   Year 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
5. **Author(s)** American Heart Association

Title _ Pediatric Advanced Life Support Provider Manual
Edition _ Guideline 2020
Publisher _ American Heart Association
ISBN-13 _ 978161669785-3
Year _ 2021
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

6. **Author(s)** _ National Association of Emergency Medical Technicians (NAEMT)
Title _ EPC: Emergency Pediatric Care with Course Manual
Edition _ 4th
Publisher _ Jones and Bartlett Publishing
ISBN-13 _ 9781284255096
Year _ 2022
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
7. **Author(s)** _ National Association of Emergency Medical Technicians (NAEMT)
Title _ TECC: Tactical Emergency Casualty Care
Edition _ 2nd
Publisher _ Jones and Bartlett Publishing
ISBN-13 _ 9781284483871
Year _ 2020
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

Software

1. **Title** ~~FISDAP~~ EMCE
Edition/Version ~~2.0~~ None noted
Publisher/Manufacturer ~~Headwaters~~ S2N ~~Software~~ Ventures, ~~Inc.~~ LLC dba EMCE
Description
Clinical and field training shift scheduler. ~~FISDAP~~ EMCE also tracks the number of clinical procedures performed by the paramedic student in the laboratory, clinical site, and field ambulance internship.

General Education/Transfer Request

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

C-ID proposal ~~Yes~~ No

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

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

Codes and Dates

Course Codes

Originator ~~Wong, Sebastian~~ Frith, Michael

Origination Date

~~07~~ 10 / ~~16~~ 05 / ~~2020~~ 2023

~~**Entry of Special Dates**~~

- ~~Board of Trustees~~
  ~~01/19/2021~~
- ~~State Approval~~
  ~~01/23/2021~~
- ~~CC Approval~~
  ~~10/19/2020~~

Instructional Services

Effective Term ~~Fall 2021~~ Fall 2025

Implementation Date

~~08/15/2021~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Emergency Medical Services 13
Paramedic Laboratory 2

Effective: Fall 2025

Catalog Description:

EMS 13 - Paramedic Laboratory 2
4.00 Units

Provides the skills portion of the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes psychomotor skills associated with: medical patient management, cardiac patient management, special populations, EMS operations, and simulated patient encounters.

Corequisite: EMS 11

Course Grading: Pass/No Pass

Lab Hours	216
Inside of Class Hours	216

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient
B. Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
C. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
D. Integrate and synthesize the multiple determinants of health and clinical care.
E. Perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: medical patient management, cardiac patient management, special population

patients, and simulated patient encounters.

F. Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.

Course Content:

1. Medical Patient Management
    1. Initial assessment
    2. Focused physical examination
    3. Transport and destination decision
    4. Turnover to hospital staff
2. Medical Patient Care
    1. Pharmacologic interventions
        1. Paramedic scope of practice medications
        2. Recognition and identification of prescribed medications
    2. Non-pharmacologic interventions
        1. Use of Continuous Positive Airway Pressure ventilation (CPAP)
    3. Multi-lead EKG acquisition
    4. Rhythm interpretation
        1. Heart blocks
        2. Atrial dysrythmias
        3. Ventricular dysrhythmias
    5. Electrical therapy
        1. defibrillation
        2. synchronized cardioversion
        3. transcutaneous pacing
    6. Carotid massage
    7. Blood chemistry analysis
    8. Central line monitoring
    9. IO insertion
    10. IV insertion
    11. Venous blood sampling
3. Special Population (OB, neonate, pediatric, geriatrics, patients with special challenges)
    1. Initial assessment
    2. Focused physical examination
    3. Pharmacologic interventions
        1. Use of Broselow Tape medication administration system
    4. Non-pharmacologic interventions
        1. High risk childbirth conditions
    5. Transport and destination decision
    6. Turnover to hospital staff
4. Simulated patient encounters
    1. Medical
        1. Cardiac Arrest patient scenarios
        2. Critical cardiac patient scenarios
        3. Critical respiratory patient scenariosa

Methods of Instruction:

1. Student Presentations - Students will present various student developed scenarios
2. Written Exercises - Students will complete drug sheets and patient care reports
3. Observation - Students will watch instructors demonstrate skills and running scenarios
4. Simulations - Students participate in scenarios related to course content in lead and assistant roles
5. Lab - Students will demonstrate various skills
6. Audio-visual Activity - Students will watch skills videos in preparation to perform skills
7. Classroom Activity - Students will develop various scenarios
8. Discussion - Student will discuss various diagnosis and treatment options

Typical Assignments

A. Other:
    1. Present a simulated patient case suffering from an inferior wall M.I. and discuss with the instructor and students the pitfalls of administering NTG and the benefit of a fluid bolus with analgesia.
B. Writing:
    1. Prepare a written report on the proper medical treatment of an inferior myocardial infarction including the dangers of nitroglycerin administration.
C. Reading:
    1. Read Chapter 30 on Hematology
D. Laboratory:
    1. Demonstrate how to safely and properly locate patient electrodes on the chest for the acquisition of a 12 lead ECG, Acquire 12 lead ECG's from each other in the laboratory setting.

Methods of Evaluating Student Progress

A. Simulation
    1. Weekly
B. Class Participation
    1. Each class session
C. Lab Activities
    1. Each class session
D. Final Class Performance
    1. Final Scenarios evaluation
E. Exams/Tests
    1. Three times a semester
F. Quizzes
    1. Weekly

Student Learning Outcomes

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

A. Manage and treat a pediatric patient in cardiac arrest using the standards of the American Heart Association Pediatric Advanced Life Support protocols.
B. Manage and treat an adult patient in cardiac arrest using the standards of the American Heart Association Advanced Cardiac Life Support protocols.
C. Properly identify a simulated dynamic and static electrocardiographic rhythm on a 4-lead ECG monitor and treat the syndrome signified by the ECG tracing.

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. Barbara Aehlert & Tim Phalen *The 12-Lead ECG in Acute Coronary Syndrome*. 5th ed., Elsevier, 2025.
3. American Heart Association *Advanced Cardiac Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
4. National Association of Emergency Medical Technicians *AMLS: Advanced Medical Life Support*. 4th ed., Jones and Bartlett Learning, 2025.
5. American Heart Association *Pediatric Advanced Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
6. National Association of Emergency Medical Technicians (NAEMT) *EPC: Emergency Pediatric Care with Course Manual*. 4th ed., Jones and Bartlett Publishing, 2022.
7. National Association of Emergency Medical Technicians (NAEMT) *TECC: Tactical Emergency Casualty Care*. 2nd ed., Jones and Bartlett Publishing, 2020.

Software:

1. EMCE. S2N Ventures, LLC dba EMCE, (None noted/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer with an internet connection..
2. Personal protective equipment including proper footwear, pants, and shirt. .

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: EMS 16 - Paramedic Clinical Internship

Course Modification: EMS 16 - Paramedic Clinical Internship (Launched - Implemented 11-05-2024)
compared with
EMS 16 - Paramedic Clinical Occupational Work Experience (Active - Implemented 08-15-2021)

Cover

Course Title Paramedic Clinical ~~Occupational Work Experience~~ Internship
Effective Term Fall ~~2021~~ 2025
SAM Priority Code ~~C~~ B - ~~Clearly~~ Advanced Occupational

Units/Hours

Select here if this course will have variable units ~~Yes~~ No
Instructional Categories (check all that apply)
Max Units ~~4.000~~
TOTALS
Calculations
Work Experience Hours 162 ~~- 216~~
Number of times a course can be taken for credit. ~~No limitation on repeatability~~ 1
Justification for Repeatability
~~Work experience~~

Course Objectives

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

1. ~~**Group Title** - Perform 160 hours of paramedic scope of practice care in a hospital emergency department under the supervision of a physician or nurse clinical preceptor~~
2. **Group Title** Perform 16 hours of observation in an operating room and successfully achieve 8 intubations on live patients. Student shall perform any intubations not achieved during observation time on a high fidelity simulation mannikin
3. **Group Title** Perform 160 hours of paramedic scope of practice care in a hospital emergency department under the supervision of a physician or nurse clinical preceptor

Course Content

Work Experience Content

1. Student shall experience patient encounters from diverse populations under the instruction of a clinical preceptor in a variety of clinical settings to include the following skills which are psychomotor skills in the paramedic's National, State, and Local scope of practice as registered by the NREMT:
    1. Emergency department
        1. Intravenous access
        2. Medication administration
        3. Collection of 12 lead electrocardiogram
        4. Assessment of emergent and non-emergent patients
        5. Cardiopulmonary resuscitation
    2. Surgical/Operating room
        1. Perform orotracheal intubation
    3. Obstetric/Labor and delivery department
        1. Observe childbirth and communicate with the patient in a professional manner demonstrating empathy and respect for the patient's condition.
    4. ICU and or CCU
        1. Observe medical care of critically ill patients
    5. Psychiatric or behavioral
        1. Assessment of psychiatric emergencies at psychatric emergency department and using data from assessment, formulate a clinical diagnosis based on the pathophysiological, epidemiological foundations for the diagnosis.
    6. Geriatrics
        1. Perform health screening and refer patient to further care if appropriate
    7. Pediatrics
        1. observe care of pediatric patients in pediatric clinic

Methods of Instruction

Check all that apply:

- On-the-job, supervised work experience
- Clinical
  Comments
  Students will be precepted by registered nurses in the Emergency Department, ICU, Pediatric Clinic, Operating Room, and Labor and Delivery ward.
- Discussion
  Comments
  Students will meet regularly with instructor to review clinical objectives, experiences, and assessments.
- Observation
  Comments
  Students will observe various healthcare providers in the Emergency Department and other patient care areas.
- Written Exercises
  Comments
  Students will keep detailed records of clinical interactions as directed by instruction and preceptor.

Equity Based Curriculum

- Course Content
  Address
  Assessing and treating patients from diverse backgrounds
- Methods of Instruction
  Address

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   1. ~~Written reports~~

      1. ~~Complete a patient care report for review by~~ Demonstrate the ~~clinical~~ safe ~~preceptor~~ and proper technique to administer intravenous midazolam.

2. **Assignment Type** Other
   Add Assignment

   1. ~~Oral~~ Provide ~~presentations~~

      1. ~~Present~~ a verbal report to emergency department staff about a patient's chief complaint, signs and symptoms, and plan of treatment to the emergency physician

3. **Assignment Type** Writing
   Add Assignment

   1. ~~Manipulative~~ Complete ~~demonstrations~~

      1. ~~Demonstrate~~ a patient care report for review by the ~~safe~~ clinical ~~and proper technique to administer intravenous midazolam.~~ preceptor

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of EMS 16, the student will be able to administer~~ Administer prehospital medications to -
   _ the patient via the intramuscular route, intravenous route, nebulized route, and subcutaneous -
   _ route.
2. **Outcome Text**
   ~~Upon completion of EMS 16, the student will be able to deliver~~ Deliver a patient care report to a -
   _ physician, registered nurse, or paramedic that is accurate and describes the care delivered by the -
   _ student.
3. **Outcome Text**
   ~~Upon completion of EMS 16, the student will be able to perform~~ Perform a physical examination on a -
   _ live patient with their consent and identify immediate life-threatening conditions that need to be -
   _ treated.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course EMS ~~10~~ 11 - Paramedic Theory ~~1~~ 2 (Launched)
   Requisite Validation ~~CCN/C-ID~~ Content ~~Requirement~~ Review
2. ~~**Requisite Type** - Prerequisite~~
   ~~**Requisite Course** - EMS 11 - Paramedic Theory 2(Active)~~
   Skills Analysis
   Requisite Course Objective(s)
   - Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint
     Degree of Importance _ Required
   - Integrate ~~assessment findings with principles of epidemiology and pathophysiology to formulatIntegrate~~ comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
     Degree of Importance _ Required
   - Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.
     Degree of Importance _ Required
   - Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.
     Degree of Importance _ Required
   - ~~Demonstrate knowledge of~~ Consider operational roles and responsibilities to ensure safe patient, public, and personnel safety -

~~**Degree of Importance** - Recommended~~

3. ~~**Requisite Type** - Prerequisite~~
   ~~**Subject** - EMS (Emergency Medical Services)~~
   ~~**Requisite Course** - EMS 12 - Paramedic Laboratory 1(Active)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Relate assessment findings to underlying pathological and physiological changes in the patient's condition.~~
     ~~**Degree of Importance** - Required~~
   - ~~- Integrate and synthesize the multiple determinants of health and clinical care.~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Perform psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: airway and breathing, patient assessment, pharmacologic interventions, and trauma patient management.~~
     ~~**Degree of Importance** - Required~~
   - ~~- Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.~~
     ~~**Degree of Importance** - Required~~
   - ~~- Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.~~
     ~~**Degree of Importance** - Required~~
   - ~~- Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Create a treatment plan intended to mitigate emergencies and improve the overall health of the patient using knowledge of emergency medical pharmacology.~~
     ~~**Degree of Importance** - Required~~
   - ~~- Compare and contrast the names, mechanism of action, indications, contraindications, complications, routes of administration, side effects, interactions, dose, and any specific administration considerations, for all of the emergency medications and intravenous fluids utilized by the local training institution. Individual training programs have the authority to add any medication used locally by paramedic providers.~~
     ~~**Degree of Importance** - Required~~
   - ~~- Apply to patient assessment and management, a fundamental knowledge of the medications carried by paramedics that may be administered to a patient during an emergency.~~
     ~~**Degree of Importance** - Required~~
   - ~~- Demonstrate knowledge of the following topics:, Medication safety, medication legislation, medication naming, classifications and schedules; give various examples of medication interactions and medication toxicity.~~
     ~~**Degree of Importance** - Required~~

- - ~~Identify medication routes of administration.~~
  ~~**Degree of Importance** - Required~~
- - ~~Calculate and regulate the flow rate for an IV infusion given the volume, drop factor, and time frame.~~
  ~~**Degree of Importance** - Required~~
- - ~~Perform the following tasks according to the NREMT ALS Psychomotor Skill Sheet Standards: withdraw solutions from ampoules and vials with an appropriately sized syringe, assemble a preloaded syringe (e.g., Bristoject, Abbojet, preload cartridges, etc.), administer an IV push medication, administer IM injections via the: dorsogluteal, ventrogluteal, vastus lateralis, and deltoid sites, administer subcutaneous injections, calculate, mix, and administer an IV medication infusion using microdrip Tubing.~~
  ~~**Degree of Importance** - Required~~
- - ~~Using a comprehensive knowledge of anatomy, physiologies, and pathophysiology of the respiratory system, construct an assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.~~
  ~~**Degree of Importance** - Required~~
- - ~~Demonstrate knowledge of the following topics: Anatomy of the respiratory system, physiology, and pathophysiology of respiration of pulmonary ventilation, oxygenation and respiration, assessment and management of adequate and inadequate respiration, supplemental oxygen therapy.~~
  ~~**Degree of Importance** - Required~~
- - ~~Discuss the assessment and management of adequate and inadequate ventilation.~~
  ~~**Degree of Importance** - Required~~
- - ~~Describe In step-by-step fashion, the generic procedure of rapid sequence intubation.~~
  ~~**Degree of Importance** - Recommended~~
- - ~~Perform the suctioning technique in the following situations: Oropharyngeal, Endotracheal, Nasopharyngeal, Tracheotomy.~~
  ~~**Degree of Importance** - Required~~
- - ~~Secure a patent airway using an endotracheal tube, King LT airway or other supraglottic airway device.~~
  ~~**Degree of Importance** - Required~~
- - ~~Perform the following procedures under the guidance of a clinical laboratory instructor Intraosseous insertion of an IO needle, enteral and parenteral administration of approved prescription medications, Access indwelling catheters and implanted central IV ports, administer medications by IV infusion, Maintain infusion of blood or blood products, perform blood sampling, thrombolytic initiation, administer physician approved medications, place a Morgan Lens.~~
  ~~**Degree of Importance** - Required~~
- - ~~Identify assessment findings of a simulated patient presentation and formulate a field treatment plan for a patient with a major traumatic systems and minor traumatic injuries.~~
  ~~**Degree of Importance** - Required~~
- - ~~Formulate a comprehensive treatment/disposition plan for an acutely injured patient~~ .
  Degree of Importance Required

4. **Requisite Type** Prerequisite

~~**Subject** - EMS (Emergency Medical Services)~~
Requisite Course EMS 13 - Paramedic Laboratory 2(~~Active~~ Launched)
~~**Non Course Requirements** -~~
~~**Min Grade** - C~~
~~**Comments** -~~
~~**Requisite Validation** - Content Review~~
Skills Analysis
Requisite Course Objective(s)

- Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient
  ~~**Degree of Importance** - Required~~
- Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
  ~~**Degree of Importance** - Required~~
- Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
  ~~**Degree of Importance** - Required~~
- Integrate and synthesize the multiple determinants of health and clinical care.
  ~~**Degree of Importance** - Recommended~~
- Perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: medical patient management, cardiac patient management, special population patients, and simulated patient encounters.
  Degree of Importance Required
- Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.
  Degree of Importance ~~Recommended~~ Required

Catalog View Prerequisite: EMS ~~10~~ 11 with a minimum grade of C, ~~EMS 11 with a minimum grade of C, EMS 12 with a minimum grade of C,~~ EMS 13 with a minimum grade of C

Methods of Evaluation

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

- Individual consultation with employer
  Frequency
  On each scheduled shift
- Oral Presentation
  Frequency
  ~~Student shall describe~~ Each patient ~~and treatment plan to nurse.~~ contact
- Simulation
  Frequency
  ~~Simulation~~ When ~~will be performed on a manikin if clinical skill s not observed or performed.~~ needed

Please Explain

Students in the clinical practicum will be precepted and monitored by emergency department registered nurses and physicians.
_ The student will be evaluated by the preceptor every 40 hours as to their ability to safely administer medications, manage emergency patients, and accurately assess patients for their chief complaint.
_ Successful completion requires a satisfactory pass evaluation from the clinical preceptor after a minimum of 160 hours.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our Dean, and hearing from
_ students who wanted to continue their education.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **~~Partially~~ Emergency Online with Flexible In-Person Component (EOFI) :** _ ~~*Also known as hybrid: Instruction involving regular and effective*~~ *taught online* ~~*interaction*~~ *with* ~~*for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of*~~ *flexible in-person* ~~*meetings*~~ *component only in case of emergency* .

Course Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
~~No~~ Yes

DE Course Interactions

Student-Content Interaction
All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how

course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Other:**
  Frequency
  ~~A minimum of four face~~ Bi - ~~to-face sessions interacting with content.~~ weekly
- **Other:**
  Frequency
  ~~Bi~~ A minimum of four face - ~~weekly~~ to-face sessions interacting with content.

Textbooks/Materials

Textbook

1. **Author(s)** ~~Bryan~~ Mick ~~E~~ J . ~~Bledsoe~~ Sanders , ~~Richard A. Cherry~~ EMT-P , ~~Robert~~ MS; ~~S.~~ Kim ~~Porter~~ McKenna, MEd, RN, CEN, EMT-P
   Title Sanders' Paramedic ~~Care, Principles & Practice~~ Textbook
   Edition ~~5th~~ 6th
   Publisher ~~Pearson~~ Jones and Bartlett Learning
   ISBN-13 9781284277517
   Year ~~2017~~
2. ~~**Author(s)** - Andrew N. Pollak, Barbara Aehlert, Bob Elling~~
   ~~**Title** - Emergency Care in the Streets~~
   ~~**Edition** - 8th~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2018~~ 2025
3. **Author(s)** Paula Derr, Mike McEvoy ~~, Jon Tardiff~~
   Title Emergency & Critical Care Pocket Guide
   Edition ~~8th~~
   ~~**Publisher** - Jones & Bartlett Learning~~ 9th
   ISBN-13 9781284290325
   Year ~~2017~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~ 2025

Manual

1. **Title** Las Positas College Paramedic Program Field Training Clinical
   Year ~~2015~~ 2025

Software

1. **Title** ~~FISDAP~~ EMCE
   Edition/Version ~~1~~ Unknown
   Publisher/Manufacturer ~~JB~~ S2N ~~Learning~~ Ventures, LLC dba EMCE

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

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

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

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

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

Codes and Dates

Course Codes

Originator ~~Wong, Sebastian~~ Frith, Michael

Origination Date

~~07~~ 10 / ~~16~~ 03 / ~~2020~~ 2023

Entry of Special Dates

-
-

Instructional Services

Effective Term ~~Fall 2021~~ Fall 2025

Implementation Date

~~08/15/2021~~

11/05/2024

Course CB Codes

CB09: SAM Code

~~C - Clearly Occupational~~

B - Advanced Occupational

LAS POSITAS COLLEGE

Course Outline for Emergency Medical Services 16
Paramedic Clinical Internship

Effective: Fall 2025

Catalog Description:

EMS 16 - Paramedic Clinical Internship
3.00 Units

Occupational work experience course that provides instruction to enhance student's knowledge of emergency care in a clinical setting. Students are provided access to adequate numbers of patients, proportionally distributed by illness, injury, gender, age, and common problems encountered in the delivery of emergency care appropriate to the level of the Emergency Medical Services Profession(s). Hospital/clinical experiences include the operating room, recovery room, intensive care unit, coronary care unit, labor and delivery room, pediatrics, and emergency department, and include exposure to an adequate number of pediatric, obstetric, psychiatric, and geriatric patients.

Prerequisite: EMS 11 with a minimum grade of C, EMS 13 with a minimum grade of C

Course Grading: Pass/No Pass

Work Experience Hours 162

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of an actual patient in the emergency department
B. Formulate a clinical diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
C. Relate assessment findings to underlying pathological and physiological changes in the patient's condition
D. Perform health screening and referrals

E. Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome
F. Identify and perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at the paramedic level
G. Demonstrate exemplary professional behavior including but not limited to: integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time- management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service
H. Report and document assessment findings and interventions
I. Perform skills required by local scope of practice policy
J. Perform 8 hours of observation in the Labor/Delivery ward of a hospital
K. Perform 16 hours of observation in an operating room and successfully achieve 8 intubations on live patients. Student shall perform any intubations not achieved during observation time on a high fidelity simulation mannikin
L. Perform 160 hours of paramedic scope of practice care in a hospital emergency department under the supervision of a physician or nurse clinical preceptor

Course Content:

1. Student shall experience patient encounters from diverse populations under the instruction of a clinical preceptor in a variety of clinical settings to include the following skills which are psychomotor skills in the paramedic's National, State, and Local scope of practice as registered by the NREMT:
    1. Emergency department
        1. Intravenous access
        2. Medication administration
        3. Collection of 12 lead electrocardiogram
        4. Assessment of emergent and non-emergent patients
        5. Cardiopulmonary resuscitation
    2. Surgical/Operating room
        1. Perform orotracheal intubation
    3. Obstetric/Labor and delivery department
        1. Observe childbirth and communicate with the patient in a professional manner demonstrating empathy and respect for the patient's condition.
    4. ICU and or CCU
        1. Observe medical care of critically ill patients
    5. Psychiatric or behavioral
        1. Assessment of psychiatric emergencies at psychatric emergency department and using data from assessment, formulate a clinical diagnosis based on the pathophysiological, epidemiological foundations for the diagnosis.
    6. Geriatrics
        1. Perform health screening and refer patient to further care if appropriate
    7. Pediatrics
        1. observe care of pediatric patients in pediatric clinic

Methods of Instruction:

1. Observation - Students will observe various healthcare providers in the Emergency Department and other patient care areas.
2. Clinical - Students will be precepted by registered nurses in the Emergency Department, ICU, Pediatric Clinic, Operating Room, and Labor and Delivery ward.
3. Discussion - Students will meet regularly with instructor to review clinical objectives, experiences, and assessments.
4. Written Exercises - Students will keep detailed records of clinical interactions as directed by instruction and preceptor.
5. On-the-job, supervised work experience - Students will be precepted by registered nurses in the Emergency Department, ICU, Pediatric Clinic, Operating Room, and Labor and Delivery ward.

Typical Assignments

A. Other:
    1. Demonstrate the safe and proper technique to administer intravenous midazolam.
B. Other:
    1. Provide a verbal report to emergency department staff about a patient's chief complaint, signs and symptoms, and plan of treatment to the emergency physician
C. Writing:
    1. Complete a patient care report for review by the clinical preceptor

Methods of Evaluating Student Progress

A. Oral Presentation
    1. Each patient contact
B. Simulation
    1. When needed
C. Individual consultation with employer
    1. On each scheduled shift
D. Students in the clinical practicum will be precepted and monitored by emergency department registered nurses and physicians. The student will be evaluated by the preceptor every 40 hours as to their ability to safely administer medications, manage emergency patients, and accurately assess patients for their chief complaint. Successful completion requires a satisfactory pass evaluation from the clinical preceptor after a minimum of 160 hours.

Student Learning Outcomes

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

A. Administer prehospital medications to the patient via the intramuscular route, intravenous route, nebulized route, and subcutaneous route.
B. Deliver a patient care report to a physician, registered nurse, or paramedic that is accurate and describes the care delivered by the student.
C. Perform a physical examination on a live patient with their consent and identify immediate life-threatening conditions that need to be treated.

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. Paula Derr, Mike McEvoy *Emergency & Critical Care Pocket Guide*. 9th ed., Jones & Bartlett Learning, 2025.

Manual:

1. LPC Faculty. Las Positas College Paramedic Program Field Training Clinical. Las Positas College Paramedic Program Faculty, 2025.

Software:

1. EMCE. S2N Ventures, LLC dba EMCE, (Unknown/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Stethoscope and Sphygmomanometer.
2. Access to a computer to an internet connection.
3. Personal protective equipment including proper footwear, pants, and shirt (scrubs)..
4. Gown, Gloves, and N-95 mask to protect student from Exposure to dangerous virus'..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: EMS 17 - Paramedic Field Internship

Course Modification: EMS 17 - Paramedic Field Internship (Launched - Implemented 11-05-2024)

compared with

EMS 17 - Paramedic Capstone Occupational Work Experience (Active - Implemented 08-15-2021)

Cover

Course Title Paramedic ~~Capstone~~ Field ~~Occupational Work Experience~~ Internship
Effective Term Fall ~~2021~~ 2025
Catalog Description
~~An~~ This ~~occupational~~ course ~~work~~ provides experience ~~course~~ and ~~that provides practicum experience for paramedic students~~ feedback to ~~observe~~ enhance ~~and~~ student's ~~participate~~ knowledge of emergency care in ~~emergency medical care supervised by~~ a ~~preceptor~~ clinical ~~in an emergency response vehicle~~ setting . Requires a minimum of ~~480~~ 486 hours, and students must document at least 40 advanced life support (ALS) patient contacts. Student will provide the full continuum of care from initial contact to transfer of care at the receiving facility for half of all ALS contacts. Students must obtain minimum competency as a Team Leader. The field internship provides the student with an opportunity to serve as team leader in a variety of pre-hospital advanced life support emergency medical situations.
Material fees apply to this course? Yes

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Select here if this course will have variable units ~~Yes~~ No
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
Min Units ~~0.000~~
Work Experience ~~No~~ Yes
Min Units ~~1~~ 9 .000
Max Units ~~8~~ 0 .000
TOTALS
Calculations

~~**Lecture**~~ **Work Experience** **Hours** 486

Number of times a course can be taken for credit. ~~No limitation on repeatability~~ 1

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes

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

Credit-by-Industry-Recognized-Training ~~No~~ Yes

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

Current (not expired) National Registered Paramedic certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.

Courses: EMS 10, 11, 12, 13, 16, and 17

Course Content

Lecture Content

Work Experience Content

1. Safety and Work Environment
2. Universal Precautions
3. Crowd Control
4. Additional Assistance and Equipment
5. Primary Assessment and Intervention
6. Patient Information
7. Physical Examination
8. Assessment Interpretation
9. Chest Auscultation
10. Cardiac Rhythm Recognition
11. Patient Management
12. Patient Response to Therapy
13. Rapport with patient, family and bystanders
14. Rapport with Team Members from ambulance
15. Radio Report

16. Documentation
17. Working relationship with Team Members from allied agencies
18. Leadership
19. Professionalism
20. Feedback and Guidance
21. Inventory Maintenance
22. Equipment/Operation
23. Airway Management & Oxygen Therapy
24. Advanced Airways
25. Pleural Decompression
26. Defibrillation/Cardioversion
27. Intravenous Access
28. Bandaging/Splinting
29. Extrication/Patient Positioning
30. Spinal Immobilization
31. Drug Administration Technique
32. Drug Knowledge

~~Work Experience Content~~

Methods of Instruction

Check all that apply:

- ~~Individualized~~ On-the-job, ~~Instruction~~ supervised work experience

  Comments

  Students will be precepted by licensed paramedic on an ALS unit with at least 50% on transport unit..
- Discussion

  Comments

Students will meet regularly with instructor to review objectives, experiences, and assessments.

- Internships
  Comments
  Students will be precepted by licensed paramedic on an ALS unit with at least 50% on transport unit..
- Observation
  Comments
- Students ~~Work~~ will ~~Experience~~
  ~~**Comments**~~ observe
  various prehospital care providers.
- Written Exercises
  Comments
  Students will keep detailed records of patient interactions as directed by instructor and preceptor.

Equity Based Curriculum

- Course Content
  Address
  Assess and treat patients from diverse backgrounds

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   1. ~~Textbook~~ Give ~~readings~~
   2. ~~Written~~ oral ~~reports~~
   3. ~~Oral~~ report ~~presentations~~
   4. ~~Manipulative~~ about ~~demonstrations~~ patient's condition to other prehospital care providers and hospital personnel

2. **Assignment Type** Writing
   Add Assignment

   1. Write patient care report on patient contacts.

3. **Assignment Type** Reading
   Add Assignment

   1. Read local EMS protocol manual

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of EMS 17, the student will demonstrate the ability to manage~~ Manage an emergency in the out-of-hospital setting by directing the resources of the local fire department and support personnel from the ambulance provider.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course EMS 16 - Paramedic Clinical ~~Occupational Work Experience~~ Internship (~~Historical~~ Launched)
   Min Grade ~~P~~ Pass
   Skills Analysis
   Requisite Course Objective(s)
   - Perform health screening and referrals
     Degree of Importance ~~Recommended~~ Required
   - Demonstrate exemplary professional behavior including but not limited to: integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time- management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service
     Degree of Importance ~~Not Necessary~~ Required
   - Perform 8 hours of observation in the Labor/Delivery ward of a hospital
     Degree of Importance ~~Not Necessary~~ Required
   - Perform 16 hours of observation in an operating room and successfully achieve 8 intubations on live patients. Student shall perform any intubations not achieved during observation time on a high fidelity simulation mannikin
     Degree of Importance ~~Recommended~~ Required

Catalog View Prerequisite: EMS 16 with a minimum grade of ~~P~~ Pass

Methods of Evaluation

Please Explain

Students shall be evaluated daily on a standardized report form developed by the California Paramedic Program

Directors.

Formative Assessment
Summative Assessment
Affective Assessment
Psychomotor Assessment

Students shall be summatively evaluated in a formative assessment of their progress at:

120 hours
240 hours
360 hours
480 hours

Students shall receive a final summative assessment at the conclusion of their internship when the paramedic field preceptor identifies that the student has achieved the ability to function safely as a beginner.

Distance Education

Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

DE Course Interactions

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

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  The Instructor will review the student's progress in the Capstone Field Internship tracking software called ~~FISDAP~~ EMCE bi-weekly to monitor the student's progress and provide feed back.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  ~~Weekly~~ As needed

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency
  ~~Weekly~~ As needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  ~~Biweekly~~ Weekly

Student-Student Interaction

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

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  ~~Bi~~ As ~~Weekly~~ needed

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  ~~Bi weekly~~ Weekly
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency
  ~~bi-weekly~~
- At ~~**Other:**~~ the

  Frequency completion
  Bi-Weekly of the field internship and as deemed necessary by the preceptor

Textbooks/Materials

Textbook

1. **Author(s)** ~~Bryan~~ Mick ~~E~~ J . ~~Bledsoe~~ Sanders , ~~Richard A. Cherry~~ EMT-P , ~~Robert~~ MS; ~~S.~~ Kim ~~Porter~~ McKenna, MEd, RN, CEN, EMT-P
   Title Sanders' Paramedic ~~Care, Principles & Practice~~ Textbook
   Edition ~~5th~~ 6th
   Publisher ~~Pearson~~ Jones and Bartlett Learning
   ISBN-13 9781284277517
   Year ~~2017~~ 2025
2. **Author(s)** Paula Derr, Mike McEvoy ~~, Jon Tardiff~~
   Title Emergency & Critical Care Pocket Guide
   Edition ~~8th~~ 9th
   ISBN-13 9781284290325
   Year ~~2014~~
3. ~~**Author(s)** - Andrew N. Pollak, Barbara Aehlert, Bob Elling~~
   ~~**Title** - Emergency Care in the Streets~~
   ~~**Edition** - 8th~~
   ~~**Publisher** - Jones & Bartlett Learning~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2018~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~ 2025

Manual

1. **Title** Las Positas College Paramedic Program Field Training Manual
   Year ~~2018~~ 2025

Software

1. **Title** ~~FISDAP~~ EMCE
   Edition/Version ~~1~~ Unknown
   Publisher/Manufacturer ~~JB~~ S2N ~~Learning~~ Ventures, LLC dba EMCE

Codes and Dates

Course Codes

Originator ~~Wong, Sebastian~~ Frith, Michael

Origination Date

~~09~~ 10 / ~~08~~ 03 / ~~2020~~ 2023

Entry of Special Dates

-
-

Instructional Services

Effective Term ~~Fall 2021~~ Fall 2025

Implementation Date -

~~08/15/2021~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Emergency Medical Services 17
Paramedic Field Internship

Effective: Fall 2025

Catalog Description:

EMS 17 - Paramedic Field Internship
9.00 Units

This course provides experience and feedback to enhance student's knowledge of emergency care in a clinical setting. Requires a minimum of 486 hours, and students must document at least 40 advanced life support (ALS) patient contacts. Student will provide the full continuum of care from initial contact to transfer of care at the receiving facility for half of all ALS contacts. Students must obtain minimum competency as a Team Leader. The field internship provides the student with an opportunity to serve as team leader in a variety of pre-hospital advanced life support emergency medical situations.

Prerequisite: EMS 16 with a minimum grade of Pass

Course Grading: Pass/No Pass

Work Experience Hours 486

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Understand the roles and responsibilities of a Paramedic within an EMS system
B. Emphasize the importance of professionalism in paramedic practices and the importance of ethical behavior, appearance, and patient advocacy
C. Value the importance of a variety of EMS systems designs and the role of medical direction in pre-hospital care
D. Recognize the role of evidence-based medicine
E. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of patients

F. Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
G. Differentiate the multiple determinants of health and clinical care
H. Effectively communicate in a manner that is culturally relevant
I. Perform competently all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at paramedic level
J. Demonstrate exemplary professional behavior including but not limited to: integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, scene management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of emergency care, feed-back and guidance
K. Report and document assessment findings and interventions
L. Collect and report data to be used for epidemiological and research purposes
M. Consistently initiate or delegate scene control and effective management of bystanders
N. Demonstrate leadership functions as required by the Team Leader

Course Content:

1. Safety and Work Environment
2. Universal Precautions
3. Crowd Control
4. Additional Assistance and Equipment
5. Primary Assessment and Intervention
6. Patient Information
7. Physical Examination
8. Assessment Interpretation
9. Chest Auscultation
10. Cardiac Rhythm Recognition
11. Patient Management
12. Patient Response to Therapy
13. Rapport with patient, family and bystanders
14. Rapport with Team Members from ambulance
15. Radio Report
16. Documentation
17. Working relationship with Team Members from allied agencies
18. Leadership
19. Professionalism
20. Feedback and Guidance
21. Inventory Maintenance
22. Equipment/Operation
23. Airway Management & Oxygen Therapy
24. Advanced Airways
25. Pleural Decompression
26. Defibrillation/Cardioversion
27. Intravenous Access
28. Bandaging/Splinting

29. Extrication/Patient Positioning
30. Spinal Immobilization
31. Drug Administration Technique
32. Drug Knowledge

Methods of Instruction:

1. Internships - Students will be precepted by licensed paramedic on an ALS unit with at least 50% on transport unit..
2. Written Exercises - Students will keep detailed records of patient interactions as directed by instructor and preceptor.
3. Observation - Students will observe various prehospital care providers.
4. On-the-job, supervised work experience - Students will be precepted by licensed paramedic on an ALS unit with at least 50% on transport unit..
5. Discussion - Students will meet regularly with instructor to review objectives, experiences, and assessments.

Typical Assignments

A. Other:
    1. Give oral report about patient's condition to other prehospital care providers and hospital personnel
B. Writing:
    1. Write patient care report on patient contacts.
C. Reading:
    1. Read local EMS protocol manual

Methods of Evaluating Student Progress

A. Papers
    1. one written report
B. Simulation
    1. at the paramedic field preceptor's discretion
C. Home Work
    1. at the paramedic field preceptor's discretion
D. Students shall be evaluated daily on a standardized report form developed by the California Paramedic Program Directors. Formative Assessment Summative Assessment Affective Assessment Psychomotor Assessment Students shall be summatively evaluated in a formative assessment of their progress at: 120 hours 240 hours 360 hours 480 hours Students shall receive a final summative assessment at the conclusion of their internship when the paramedic field preceptor identifies that the student has achieved the ability to function safely as a beginner.

Student Learning Outcomes

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

A. Manage an emergency in the out-of-hospital setting by directing the resources of the local fire department and support personnel from the ambulance provider.

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. Paula Derr, Mike McEvoy *Emergency & Critical Care Pocket Guide*. 9th ed., Jones & Bartlett Learning, 2025.

Manual:

1. LPC Faculty. Las Positas College Paramedic Program Field Training Manual. Faculty of Las Positas College Paramedic Program, 2025.

Software:

1. EMCE. S2N Ventures, LLC dba EMCE, (Unknown/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Stethoscope and Sphygmomanometer.
2. Access to a computer with an internet connection..
3. Personal protetive equipment including proper footwear, pants, and shirt (scrubs)..
4. N-95 mask, gloves, gown, and face shield.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: EMS 20 - Emergency Medical Technician

Course Modification: EMS 20 - Emergency Medical Technician (Launched - Implemented 11-05-2024)
compared with
EMS 20 - Emergency Medical Technician (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Catalog Description
Provides training in the foundation skills and knowledge required of the EMT scope of practice. The EMT certification is the minimum requirement for ambulance attendants and most entry-level firefighter positions. ~~EMT certification is also required for entry into paramedic training.~~ This training program is ~~accredited~~ approved by the Alameda County Emergency Medical Services District.
Material fees apply to this course? Yes

Units/Hours

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

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Industry-Recognized-Training ~~No~~ Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Current National Registry Emergency Medical Technician certification or California Emergency Medical Technician certification

Methods of Instruction

Check all that apply:

- Lab
  Comments
  ~~Scenario based~~ isolated skills ~~lab~~ acquisition and scenarios
- Lecture

Comments
Lectures in ~~basic~~ EMT concepts and skills

Equity Based Curriculum

- Course Content
  Address
  Lecture presentation, discussions, and scenarios involving the assessment and treatment of various patient populations

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment
   1. ~~Lecture~~
      1. ~~Respiratory Emergencies~~
   2. ~~Reading~~
      1. Read chapter 14 in text, Respiratory Emergencies.
      2. Review airway management skills in skills book.
2. **Assignment Type** Laboratory
   Add Assignment
   1. ~~Skills Lab~~
      1. ~~patient~~ Patient evaluation skills in small groups with assistant instructor.
      2. As a team, manage a simulated gunshot victim and critique performance with assistant instructor.
   2. ~~Written~~
3. **Assignment Type** Writing

Add **Assignment**

1. Complete a case study on three patients. One from each clinical experience.
2. Complete a two page written analysis of a current issue affecting EMS.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of EMS 20, the student will be able to demonstrate~~ Demonstrate proficiency in the psychomotor skills required in their scope of practice.
2. **Outcome Text**
   ~~Upon completion of EMS 20, the student will be able to describe~~ Describe the function of the Emergency Medical System and its historical development.
3. **Outcome Text**
   ~~Upon completion of EMS 20, the student will be able to discuss~~ Discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries within their scope of practice.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** ~~Prerequisite~~ Recommended Course Preparation
   Min Grade ~~B~~ C
   Comments
   Requisite Validation ~~Content Review~~ Advisory
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~Explain how the Emergency Medical Services (EMS) system works and how the first responder's role in the EMS system differs from citizen responder's role~~
     ~~**Degree of Importance**~~ ~~Required~~
   - ~~Identify guidelines to follow to ensure personal safety and the safety of others at an emergency scene~~
     ~~**Degree of Importance**~~ ~~Required~~
   - ~~Explain what happens in the body if one or more body systems fail to function~~
     ~~**Degree of Importance**~~ ~~Required~~
   - ~~Identify ways in which diseases are transmitted and describe the universal safety precautions to prevent transmission~~
     ~~**Degree of Importance**~~ ~~Required~~
   - ~~Explain the four emergency action principles~~
     ~~**Degree of Importance**~~ ~~Required~~
   - ~~Recognize breathing emergencies, such as choking, and provide proper care for them~~

~~**Degree of Importance** - Required~~

- ~~- Recognize life-threatening bleeding and demonstrate how to control it~~
  ~~**Degree of Importance** - Required~~
- ~~- Identify the major risk factors for cardiovascular disease and injury, and describe how to control them~~
  ~~**Degree of Importance** - Required~~
- ~~- Recognize the signs and symptoms of a possible heart attack, and describe how to care for someone who is experiencing a persistent chest pain and/or other signs and symptoms of heart attack~~
  ~~**Degree of Importance** - Required~~
- ~~- Recognize the signs and symptoms of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (CPR) for the infant, child and adult~~
  ~~**Degree of Importance** - Required~~
- ~~- Identify breathing devices and demonstrate how to use them~~
  ~~**Degree of Importance** - Required~~
- ~~- Recognize the signs and symptoms of shock, and describe how to minimize the effects of shock~~
  ~~**Degree of Importance** - Required~~
- ~~- Recognize the signs and symptoms of medical emergencies, including poisoning, heat and cold emergencies, and stroke, and describe both general and specific care for medical emergencies~~
  ~~**Degree of Importance** - Required~~
- ~~- Recognize emergency care needs of special populations~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Describe the care of the pregnant woman to include child birth and care of the newborn~~
  ~~**Degree of Importance** - Required~~
- ~~- Identify situations that require crisis intervention~~
  ~~**Degree of Importance** - Required~~
- ~~- Identify the correct process for gaining access and moving patients~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Describe the process for managing multiple casualty incidents~~
  ~~**Degree of Importance** - Required~~
- ~~- Recognize situations that require automated external defibrillation~~
  ~~**Degree of Importance** - Required~~
- ~~- Recognize the importance of healthy life styles, to include illness and injury prevention~~
  ~~**Degree of Importance** - Recommended~~

Catalog View ~~**Prerequisite**~~ **Recommended Course Preparation :** EMS 30 with a minimum grade of ~~B~~ C.

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency

~~One~~ At ~~Midterm~~
~~One~~ least ~~Final~~ one ~~EXam~~ test/exam during the semester and a final written exam

- Final Class Performance

Frequency

NREMT ~~Basic~~ EMT Psychomotor Assessment

Other ~~Yes~~ No

Please Explain

~~Objective Examinations and Quizzes~~

~~A total of 15 quizzes typically consist of 20 multiple choice questions on the previous week's topic.~~
~~A 50 question multiple choice midterm exam is given which covers the first four modules and topics from EMS 30.~~
~~A 120 question multiple choice final examination is given at the completion of the course.~~

~~Skills Evaluation~~

~~Skills are evaluated as they are mastered. Skill evaluations are graded on a pass/fall based on criteria established by the National Registry of Emergency Medical Technicians~~
~~A final certifying skills evaluate. Students are responsible for all skills within the EMT scope of practice.~~
~~Performance in the clinical environment is subjectively evaluated by the nurse/preceptor.~~

Distance Education

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

Yes

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

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

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

The decision was made after discussion with colleagues, our supervisor, and hearing from
students.

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

DE Course Interactions

Instructor-Student Interaction

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

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

Student-Content Interaction

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

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency

~~Twice a Semester~~ Once

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~Quizzes~~ Weekly ~~, Midterm, Final~~
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly ~~Synchronous via Webconferencing~~

Textbooks/Materials

Textbook

1. **Title** Prehospital Emergency Care
   Edition ~~11th~~ 12th
   ISBN-13 9780138223861
   Year ~~2017~~ 2024
2. **Author(s)** Daniel Limmer & Michael F. O'Keefe
   Title Emergency Care
   Edition ~~13th~~ 14th
   ISBN-13 9780136681168
   Year ~~2016~~ 2021
3. **Author(s)** AAOS
   Title Emergency Care and Transportation of the Sick and Injured
   Edition ~~11th~~ 12th
   ISBN-13 9781284243758
   Year ~~2017~~ 2021

General Education/Transfer Request

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

Codes and Dates

Course Codes

Originator ~~Hartmann, Jeanette~~ Frith, Michael

Origination Date

~~10~~ 09 / ~~05~~ 21 / ~~2020~~ 2023

~~**Entry of Special Dates**~~

- ~~Board of Trustees~~
  ~~01/15/2019~~
- ~~State Approval~~
  ~~01/30/2019~~
- ~~CC Approval~~
  ~~10/01/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Emergency Medical Services 20
Emergency Medical Technician
Effective: Fall 2025

Catalog Description:

EMS 20 - Emergency Medical Technician
7.00 Units

Provides training in the foundation skills and knowledge required of the EMT scope of practice. The EMT certification is the minimum requirement for ambulance attendants and most entry-level firefighter positions. This training program is approved by the Alameda County Emergency Medical Services District.

Recommended Course Preparation: EMS 30 with a minimum grade of C.

Course Grading: Letter Grade Only

Lecture Hours	90
Lab Hours	108
Inside of Class Hours	198
Outside of Class Hours	180

Discipline:

Emergency Medical Technologies

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 roles and responsibilities of the EMT
B. Describe how an EMT functions within the Alameda County EMS System and the established policies, procedures, and protocols
C. Recognize conditions and situations that require pre-hospital care and/or stabilization
D. Perform rapid, comprehensive, and accurate patient assessments
E. Demonstrate psychomotor competencies of all skills and interventions within the EMT scope of practice according to the standards of the National Registry of Emergency Medical Technicians

F. Manage a multi-casualty incident
G. Demonstrate the proper use and maintenance of all biomedical equipment used by the EMT
H. Explain the medical/legal aspects of emergency care and issues related to proper documentation, confidentiality statutes such as HIIPAA and ethics
I. Assist paramedics with the delivery of advanced life support within the EMT scope of practice
J. Prevent disease transmission through the use of body substance isolation principles
K. Discuss wellness issues such as stress management, body mechanics, lifting techniques, and use of personal protective equipment
L. Differentiate communication strategies for different ages, stage of development, patients with special needs, and diverse cultures
M. Demonstrate principles of safely and correctly administering medications within the EMT scope of practice and identifying those medications

Course Content:

Lab:

1. Evaluation of patient respiratory status using pulse oximetry.
2. Utilization of airway adjuncts including oral airways, oxygen administration techniques, continuous positive airway pressure ventilation, and utilization for infants and C.O.P.D. patients.
3. Altered Mental Status with Loss of Function - Understanding of the cause, nature and care of patients with stroke and transient ischemic attacks. Administration of Naloxone HCL for opioid overdoses. Evaluation of Blood Glucose levels using glucometer.
4. Allergic Reactions - Recognition of the signs and symptoms of anaphylaxis and prehospital care of these patients including the appropriate administration of an epinephrine auto-injector based on patient criteria.
5. Injuries to the Spine - Utilizing scene size-up and mechanism of injury considerations to maintain a high index of suspicion of spinal injury. Utilize various methods of spinal immobilization and patient extrication.
6. Hemorrhage control using the application of a tourniquet, wound packing, and hemostatic agents.

Lecture:

1. Preparatory
    1. Roles and responsibilities of the EMT, medical direction, quality improvement, and continuing education.
    2. Well being of the EMT, body substance isolation, protective equipment, and scene safety.
    3. Medical, legal and ethical issues; review of Federal, State and local laws pertinent to EMT scope of practice. Confidentiality, advance directives and ethical/moral issues are discussed.
    4. Basic anatomy, physiology, pathophysiology, and medical terminology.
    5. Vital signs and patient history, review and development of skills learned in prerequisite coursework.
    6. Techniques for lifting and moving patients with a focus on body mechanics and injury prevention.
2. Airway Management
    1. Ventilation and oxygen therapy.
    2. Evaluation of patient respiratory status using pulse oximetry.

3. Comprehensive study of respiratory function and anatomy of adult and pediatric patients.
4. Utilization of airway adjuncts including oral airways, oxygen administration techniques, continuous positive airway pressure ventilation, and utilization for infants and C.O.P.D. patients.

3. Patient Assessment
    1. Scene Evaluation - Determination of mechanism of injury, resource needs, and identification of scene hazards.
    2. Patient Evaluation - Assessment based approach to patient evaluation; integration of patient assessment techniques into overall scene management and treatment modalities.
    3. Assessment of Geriatric Patients - Understand the differences between the average adult, geriatric, and pediatric patient.
    4. Communications - Skills, equipment, and systems used by the EMT. Emphasis on medical direction and on-line communications.
    5. Documentation - Utilization of the “Prehospital Care Report” and standardized data set established by the 1994 DOT EMT curriculum.
4. Medical, Behavioral, and Obstetrics/Gynecology
    1. General Pharmacology - Medication terminology, indications, contraindications, dosage, actions, and side effects of the six medications within the EMT scope of practice.
    2. Respiratory Emergencies - Signs and symptoms of breathing difficulty and respiratory distress. Pathophysiology of common respiratory conditions. Review of adult and pediatric anatomy, training in treatment modalities for respiratory distress and failure.
    3. Cardiac Emergencies - Signs and symptoms of cardiac compromise. Pathophysiology of cardiovascular disease. Recognition of acute coronary syndrome.
    4. Automated External Defibrillation - Awareness level training in the use of A. E. D. equipment by EMT.
    5. Altered Mental Status, Diabetic Emergencies - Recognition of the signs and symptoms of altered mental status and the relationship to life threatening conditions. Pathophysiology of diabetic emergencies and prehospital treatment.
    6. Altered Mental Status with Loss of Function - Understanding of the cause, nature and care of patients with stroke and transient ischemic attacks. Administration of Naloxone HCL for opioid overdoses. Evaluation of Blood Glucose levels using glucometer.
    7. Altered Mental Status, Seizures and Syncope - Review the causes, nature and treatment of patients experiencing a loss of consciousness or seizure activity.
    8. Allergic Reactions - Recognition of the signs and symptoms of anaphylaxis and prehospital care of these patients including the appropriate administration of an epinephrine auto-injector based on patient criteria.
    9. Poisoning Emergencies - Recognition of the signs and symptoms of accidental or intentional poisonings and the management of these patients. Use of activated charcoal for poisonings under medical direction.
    10. Drug and Alcohol Emergencies - Recognition of the signs and symptoms of alcohol and drug emergencies and the management of these patients.
    11. Acute Abdominal Pain - Discussion of the pathophysiology of acute abdominal pain and recognition of urgent situations requiring management and rapid transport.
    12. Environmental Emergencies - Recognition of the signs and symptoms of hypothermia and hyperthermia and related conditions. Management of these patients in the prehospital environment.

13. Drowning, Near-Drowning and Diving Emergencies - Understanding of water related emergencies with an emphasis on rescuer safety.
14. Behavioral Emergencies - Awareness, recognition and management of behavioral emergencies with an emphasis on scene and rescuer safety.

5. Trauma
    1. Mechanism of Injury - Kinetics of trauma, study of the physics of motion that may produce injury, patterns of injury produced by vehicle accidents, falls, projectiles.
    2. Bleeding and Shock - Recognition and management of internal and external bleeding and decreased perfusion states.
    3. Soft Tissue Injuries - Management of various types of soft tissue injuries with emphasis on bleeding control and hypoperfusion.
    4. Burn Emergencies - Recognition and management of thermal, chemical, and electrical burns with emphasis on inhalation injuries and rescuer safety.
    5. Musculoskeletal Injuries - Recognition and management of sprains, strains, and fractures. Review of splinting techniques and assessment.
    6. Injuries to the Head - Recognition and management of head injury patients with an emphasis on airway management and altered mental status.
    7. Injuries to the Spine - Utilizing scene size-up and mechanism of injury considerations to maintain a high index of suspicion of spinal injury. Utilize various methods of spinal immobilization and patient extrication.
    8. Eye, Face and Neck Injuries - Recognition and management of facial injuries with emphasis on airway management and spinal stabilization.
    9. Chest, Abdomen and Genitalia Injuries - Recognition and management of chest, abdominal, and genitalia emergencies and identification of life threatening injuries.
    10. Agricultural and Industrial Emergencies - Special situations that require specialized teams of rescuers or equipment. Review of scene safety and evaluation.
    11. Hemmorhage control using the application of a tourniquet, wound packing, and hemostatic agents.
6. Infants and Children
    1. Anatomical and physiological differences between children and adults.
    2. Injuries and illnesses in infants and children.
7. Operations
    1. Moving Patients - Study of the various techniques and equipment for moving patients. Identify the need for emergency, urgent and non-urgent moves.
    2. Ambulance Operations - Maintenance and operation of the ambulance as well as cleaning, disinfection and disposal of contaminated items.
    3. Gaining Access and Extrication - Awareness of rescue procedures and recognition of the need for special training and equipment for technical rescue situations.
    4. Hazardous Materials Emergencies - First responder awareness training as required by Title 22. Recognition of Haz-mat incidents and rescuer safety.
    5. Multiple Casualty Incidents - Utilizing the incident command system and standardized triage systems for the management of multiple casualties.

Methods of Instruction:

1. Clinical - Use of skills in supervised clinical rotation
2. Lab - isolated skills acquisition and scenarios
3. Lecture - Lectures in EMT concepts and skills
4. Reading assignment in text and other sources
5. Written assignment on topic of prehospital care

Typical Assignments

A. Reading:
    1. Read chapter 14 in text, Respiratory Emergencies.
    2. Review airway management skills in skills book.
B. Laboratory:
    1. Patient evaluation skills in small groups with assistant instructor.
    2. As a team, manage a simulated gunshot victim and critique performance with assistant instructor.
C. Writing:
    1. Complete a case study on three patients. One from each clinical experience.
    2. Complete a two page written analysis of a current issue affecting EMS.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At least one test/exam during the semester and a final written exam
B. Quizzes
    1. Weekly
C. Final Class Performance
    1. NREMT EMT Psychomotor Assessment

Student Learning Outcomes

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

A. Demonstrate proficiency in the psychomotor skills required in their scope of practice.
B. Describe the function of the Emergency Medical System and its historical development.
C. Discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries within their scope of practice.

Textbooks (Typical):

Textbook:

1. Joseph Mistovich, Keith Karren *Prehospital Emergency Care*. 12th ed., Pearson Education, 2024.
2. Daniel Limmer & Michael F. O'Keefe *Emergency Care*. 14th ed., Pearson Education, 2021.
3. AAOS *Emergency Care and Transportation of the Sick and Injured*. 12th ed., Jones and Bartlett Learning, 2021.

Software:

1. Emergency Care and Transportation of the Sick and Injured - Navigate. Jones and Bartlett Learning, (11th/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Penlight - Type of student's choice.
2. Stethoscope - Inexpensive style, student choice.
3. Watch with second hand - student's choice.
4. Sharpie pen.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: EMS 30 - Emergency Medical Responder

Course Modification: EMS 30 - Emergency Medical Responder (Launched - Implemented 11-05-2024)
compared with
EMS 30 - Emergency Medical Responder (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Catalog Description
Development of knowledge and skills necessary for recognizing and caring for victims in emergency situations, including patient assessment, cardiopulmonary resuscitation with the use of an automated external defibrillator, and prevention of disease transmission. Designed for emergency medical responders in the public safety field. Successful completion of the ~~psycho-motor skills tests and successful completion of the~~ course ~~with a score of 80%, and achieving a score on the course summative final at (80%)~~ qualifies the student for an Emergency Medical Responder (EMR) Certificate ~~issued by the Emergency Care and Safety Institute (ECSI)~~ .
Material fees apply to this course? Yes

Units/Hours

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

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Industry-Recognized-Training ~~No~~ Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Current Nationally Registered Emergency Medical Responder certification, ECSI Emergency Medical Responder certification, American Red Cross Emergency Medical Response (EMR) certification, or American Safety & Health Institute Emergency Medical Response certification

Course Objectives

Objectives

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

1. **Group Title** Explain how the Emergency Medical Services (EMS) system works and how the ~~first~~ emergency medical responder's role in the EMS system differs from citizen responder's role

Equity Based Curriculum

- Course Content
  Address
  Discussion and scenarios involving the assessment and treatment of various patient populations

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Watch American Heart Association Basic Life Support Video and perform psychomotor skills as presented in video.
   2. Watch instructor perform the live skill and perform the appropriate pyschomotor skill as performed by Instructor.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of EMS 30, the student will be able to implement~~ Implement treatment at the scope of practice of Emergency Medical Responder.
2. **Outcome Text**
   ~~Upon completion of EMS 30, the student will be able to recognize~~ Recognize emergency medical illnesses and traumatic injuries.

~~Requisites/Requisite Validation~~

~~**Requisites**~~

1. ~~**Requisite Type**~~ - ~~Recommended Course Preparation~~
   ~~**Subject**~~ - ~~EMS (Emergency Medical Services)~~
   ~~**Requisite Course**~~ - ~~EMS 70B - CPR for Health Care Providers(Historical)~~
   ~~**Non Course Requirements**~~ -
   ~~**Min Grade**~~ - ~~C~~
   ~~**Comments**~~ -
   ~~**Requisite Validation**~~ - ~~Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - - ~~Describe the importance of high-quality CPR and its impact on survival~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - - ~~List all the steps of the Chain of Survival and apply the BLS concepts of the Chain of Survival~~
     ~~**Degree of Importance**~~ - ~~Recommended~~
   - - ~~Recognize the signs of someone needing CPR~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - - ~~Perform high-quality CPR for adults, children and infants~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - - ~~Recognize the importance of early use of an AED and demonstrate its use~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - - ~~Provide effective ventilations by using a barrier device~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - - ~~List the importance of teams in multi-rescuer resuscitation and perform as an effective team member during multi-rescuer CPR~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - - ~~Demonstrate the technique for relief of foreign-body airway obstruction (choking) for adults and infants~~
     ~~**Degree of Importance**~~ - ~~Required~~

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  At least one test during the semester and a final written exam

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our supervisor, and hearing from
_ students.

Textbooks/Materials

Textbook

1. **Title** BLS Provider Manual
   Edition ~~2016~~ Guidelines 2020
   ISBN-13 978-1-61669-768-6
   Year ~~2016~~ 2021
2. **Title** Emergency Medical Responder : Your First Response in Emergency Care
   Edition ~~Sixth~~ 7th
   ISBN-13 9781284225914
   Year ~~2018~~ 2022
3. **Author(s)** ~~Brady~~ Chris ~~Books~~ LeBaudour & Kaitlyn Laurelle
   Title Emergency Medical Responder; First on Scene
   Edition ~~10th~~ 12th
   ISBN-13 9780138100407
   Year ~~2015~~ 2025

General Education/Transfer Request

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

Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Hartmann, Jeanette~~ Frith, Michael

Origination Date

10/05/ ~~2020~~ 2023

Entry of Special Dates

-
-

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Emergency Medical Services 30
Emergency Medical Responder
Effective: Fall 2025

Catalog Description:

EMS 30 - Emergency Medical Responder
3.00 Units

Development of knowledge and skills necessary for recognizing and caring for victims in emergency situations, including patient assessment, cardiopulmonary resuscitation with the use of an automated external defibrillator, and prevention of disease transmission. Designed for emergency medical responders in the public safety field. Successful completion of the course qualifies the student for an Emergency Medical Responder (EMR) Certificate.

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Emergency Medical Technologies

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 how the Emergency Medical Services (EMS) system works and how the emergency medical responder's role in the EMS system differs from citizen responder's role
B. Identify guidelines to follow to ensure personal safety and the safety of others at an emergency scene
C. Explain what happens in the body if one or more body systems fail to function
D. Identify ways in which diseases are transmitted and describe the universal safety precautions to prevent transmission
E. Explain the four emergency action principles

F. Recognize breathing emergencies, such as choking, and provide proper care for them
G. Recognize life-threatening bleeding and demonstrate how to control it
H. Identify the major risk factors for cardiovascular disease and injury, and describe how to control them
I. Recognize the signs and symptoms of a possible heart attack, and describe how to care for someone who is experiencing a persistent chest pain and/or other signs and symptoms of heart attack
J. Recognize the signs and symptoms of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (CPR) for the infant, child and adult
K. Identify breathing devices and demonstrate how to use them
L. Recognize the signs and symptoms of shock, and describe how to minimize the effects of shock
M. Recognize the signs and symptoms of medical emergencies, including poisoning, heat and cold emergencies, and stroke, and describe both general and specific care for medical emergencies
N. Recognize emergency care needs of special populations
O. Describe the care of the pregnant woman to include child birth and care of the newborn
P. Identify situations that require crisis intervention
Q. Identify the correct process for gaining access and moving patients
R. Describe the process for managing multiple casualty incidents
S. Recognize situations that require automated external defibrillation
T. Recognize the importance of healthy life styles, to include illness and injury prevention

Course Content:

Lab:

1. Properly managing the Primary Assessment of the patient.
    1. Check the Airway
    2. Check for Breathing
    3. Check for lige threatening bleeding
2. Manage any deficiencies identified in the Primary Assessment.
    1. Use the Head Tilt Chin Lift method to open a patient's airway

Lecture:

1. The first responder and the emergency medical system
    1. Public emergency first resonder
    2. Role of the EMR as a component of the emergency medical system
    3. Responsibilities of the EMR in the emergency medical system
2. The emergency scene
3. The human body
4. Preventing disease transmission
5. Establishing priorities of care: to include primary and secondary survey, respiratory emergencies, breathing adjuncts, cardiac emergencies, bleeding and shock
6. Traumatic injuries
7. Medical emergencies
8. Special situations to include pediatric patients, elderly patients, physically or mentally challenged patients
9. Childbirth
10. Crisis intervention to include specific emotional crisis, stages of grief, critical incident stress debriefing

11. Reaching and moving victims
12. Multi-casualty incidents
13. Automated external defibrillation
14. Healthy lifestyle and prevention of illness and injury

Methods of Instruction:

1. Lecture - Lectures in basic concepts and skills
2. Written Exercises - Written assignments from workbook
3. Audio-visual Activity - Video tapes and overhead presentations
4. Demonstration - Skills, demonstrations and practice
5. Reading assignments in text

Typical Assignments

A. Other:
    1. Watch American Heart Association Basic Life Support Video and perform psychomotor skills as presented in video.
    2. Watch instructor perform the live skill and perform the appropriate pyschomotor skill as performed by Instructor.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At least one test during the semester and a final written exam
B. Perform psychomotor skills according to the standards of the American Heart Association Basic Life Support Provider in the following formats: 1. Rescue Breathing 2. One person CPR performance 3. Two person CPR performance 4. Two person CPR performance integrated with the use of an Automated External Defibrillator. 5. One person CPR for a child 6. One person CPR for an infant 7. Two person CPR for an infant 8. Foreign Body Airway Obstruction relief of an infant.

Student Learning Outcomes

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

A. Implement treatment at the scope of practice of Emergency Medical Responder.
B. Recognize emergency medical illnesses and traumatic injuries.

Textbooks (Typical):

Textbook:

1. American Heart Association *BLS Provider Manual*. Guidelines 2020 ed., American Heart Association, 2021.
2. American Academy of Orthopedic Surgeons *Emergency Medical Responder: Your First Response in Emergency Care*. 7th ed., Jones and Bartlett, 2022.
3. Chris LeBaudour & Kaitlyn Laurelle *Emergency Medical Responder; First on Scene*. 12th ed., Pearson Education, 2025.

Other Materials Required of Students

Other Materials Required of Students:

1. CPR Pocket Mask with one way valve for prevention of disease transmission.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: EMS 62 - Basic Medical Terminology

Course Modification: EMS 62 - Basic Medical Terminology (Launched - Implemented 11-05-2024)
compared with
EMS 62 - Basic Medical Terminology (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025
Catalog Description
A basic course in medical terminology designed for students in ~~studying~~ healthcare ~~for~~ career ~~Allied Health careers such as Surgical Technologist, Paramedic, Pre-nursing, and Radiology Technician~~ courses . Medical vocabulary with concentration on prefixes, suffixes, and root words. Emphasis on word dissection, definitions as applied to the body systems including the terminology used in ~~surgical~~ medical procedures. Concepts focus on comprehensive terminology, pronunciation and spelling core.
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Max Units ~~3.000~~
Lab ~~Yes~~ No
Max Units ~~3.000~~
TOTALS
Calculations

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

Course Objectives

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

1. **Group Title** Combine prefixes, word roots, and suffixes to create medical terms ~~related to surgery~~
2. **Group Title** Use anatomical, diagnostic, surgical and additional medical terms as they relate to each body system

Methods of Instruction

Check all that apply:

- ~~Clinical~~ Classroom Activity
  Comments
  ~~Review~~ Complete ~~and~~ assignments ~~analyze~~ that ~~real~~ incorporate ~~hospital~~ diverse ~~/ physician reports~~
- ~~Discussion~~
  ~~**Comments**~~
  examples.
- Lecture
  Comments
  Uses examples that incorporate diverse perspectives.

Other ~~Yes~~ No

Equity Based Curriculum

- Methods of Instruction
  Address
  Diverse Examples and perspectives

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. Create flashcards with emphasis on word roots / parts, examples of usage, and 'trigger' cues
   2. Complete end-of-chapter exercises in textbook (one chapter per week is typical)
   3. Collect medical terms encountered during the week (advertisements, TV shows, medical visits, other readings) - analyze words, dissect, share roots and meanings with the class

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon successful completion of EMS 62, the student should be able to break~~ Break down complex medical terms into simple root words and infer larger meanings through knowledge of smaller component word parts.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  At the discretion of the instructor
- Quizzes
  Frequency
  Weekly

Distance Education

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

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

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

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

The decision was made after discussion with colleagues, our supervisor, and hearing from students.

Accessibility

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

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

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

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

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

Textbooks/Materials

Textbook

1. **Title** Language of Medicine
   Edition ~~11th~~ 13th
   ISBN-13 9780443107795
   Year ~~2016~~ 2025
2. **Author(s)** ~~Susan~~ Barbara ~~M~~ Janson Cohen & Shirley A . ~~Turley~~ Jones
   Title Medical ~~Language~~ Terminology : ~~Immerse~~ An ~~Yourself~~ Illustrated Guide
   Edition ~~4th~~ 9th
   Publisher ~~Pearson~~ Jones & Bartlett Learning
   ISBN-13 9781975136376
   Year ~~2017~~ 2021

Codes and Dates

Course Codes

Originator ~~Wittman, Daniel~~ Frith, Michael

Origination Date

10/05/ ~~2020~~ 2023

Entry of Special Dates

-
-

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date -

~~08/15/2018~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Emergency Medical Services 62
Basic Medical Terminology
Effective: Fall 2025

Catalog Description:

EMS 62 - Basic Medical Terminology
3.00 Units

A basic course in medical terminology designed for students in healthcare career courses. Medical vocabulary with concentration on prefixes, suffixes, and root words. Emphasis on word dissection, definitions as applied to the body systems including the terminology used in medical procedures. Concepts focus on comprehensive terminology, pronunciation and spelling core.

Course Grading: Letter Grade Only

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

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Utilize components of medical terms
B. Combine prefixes, word roots, and suffixes to create medical terms
C. Use anatomical, diagnostic, surgical and additional medical terms as they relate to each body system
D. Construct and combine compound words
E. Pronounce medical terms
F. Write medical terms using correct spelling
G. Use standard medical abbreviations appropriately

Course Content:

1. Standardized medical abbreviations
    1. Symbols
    2. Terms
2. Elements of a medical term
    1. Prefix
    2. Suffix
    3. Word roots/combing forms
        1. Forms describing planes and direction of reference
        2. Forms describing amount or number
        3. Forms describing color or description
    4. Medical term components by system
        1. Word roots related to the digestive system
        2. Word roots related to the respiratory system
        3. Word roots related to the musculoskeletal system
        4. Word roots related to the cardiovascular system
        5. Word roots related to the genitourinary and male reproductive systems
        6. Word roots related to the female reproductive system
        7. Word roots related eye and ear
3. Rules for combining forms
    1. Combining word parts
    2. Plural forms
    3. Compound words
    4. Spelling
    5. Pronunciation

Methods of Instruction:

1. Lecture - Uses examples that incorporate diverse perspectives.
2. Classroom Activity - Complete assignments that incorporate diverse examples.

Typical Assignments

A. Writing:
    1. Create flashcards with emphasis on word roots / parts, examples of usage, and 'trigger' cues
    2. Complete end-of-chapter exercises in textbook (one chapter per week is typical)
    3. Collect medical terms encountered during the week (advertisements, TV shows, medical visits, other readings) - analyze words, dissect, share roots and meanings with the class

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At the discretion of the instructor
B. Quizzes
    1. Weekly

Student Learning Outcomes

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

A. Break down complex medical terms into simple root words and infer larger meanings through knowledge of smaller component word parts.

Textbooks (Typical):

Textbook:

1. Davi-Ellen Chabner *Language of Medicine.* 13th ed., Elsevier, 2025.
2. Barbara Janson Cohen & Shirley A. Jones *Medical Terminology: An Illustrated Guide.* 9th ed., Jones & Bartlett Learning, 2021.

Other Materials Required of Students

Other Materials Required of Students:

1. Scantron forms #2 Pencil.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: EMS 70 - CPR for Healthcare Providers

Course Modification: EMS 70 - CPR for Healthcare Providers (Launched - Implemented 11-05-2024)
compared with
EMS 70 - CPR for Health Care Providers (Active - Implemented 08-15-2020)

Cover

Course Title CPR for ~~Health Care~~ Healthcare Providers
Effective Term Fall ~~2020~~ 2025
Material fees apply to this course? Yes

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Number of times a course can be taken for credit. ~~1~~ No limitation on repeatability

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Industry-Recognized-Training ~~No~~ Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
American Heart Association BLS Provider Certification, American Red Cross BLS for Healthcare Providers Certification, Health Safety Institute Basic Life Support Certification

Methods of Instruction

Check all that apply:

- Discussion
  Comments
  Discussion about variations in local protocols as it relates to CPR and ROSC
- Lecture
  Comments
  Lecture of Basic Life Support concepts

Equity Based Curriculum

- Course Content
  Address
  Discussion of modification of BLS skills techniques in variety of patient populations

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Review symtoms of cardiac chest pain
   2. Review the AHA Chain of Survival
   3. Outline the steps for high quality chest compressions
   4. Discuss risk factors of cardiac disease

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of EMS 70, the student shall be able to perform~~ Perform the CPR skills required for a ~~Health Care~~ Healthcare Provider according to the standards of the American Heart Association.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and

decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Distance Education

Does (or will) this course have a DE component? No

Textbooks/Materials

Textbook

1. **Title** Basic Life Support ~~for~~ Participant ~~Healthcare Providers Handbook~~ Manual
   Edition ~~2017~~ 2020
   Year ~~2017~~ 2021
2. **Title** BLS Provider Manual ~~2015~~
   Edition ~~2018~~ Guideline 2020
   Year ~~2018~~ 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~-~~

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to CSU

New Request ~~Yes~~ No
Already approved unsubstantial change ~~No~~ Yes

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

Codes and Dates

Course Codes

Originator ~~Kutil, Craig~~ Frith, Michael

Origination Date

10/ ~~21~~ 24 / ~~2019~~ 2024

Proposal Type

~~Technical~~ Course ~~Revision~~ Modification

Parent Course

EMS 70 - CPR for Health Care Providers

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/21/2020~~
- State Approval
  ~~01/22/2020~~
- CC Approval
  ~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Emergency Medical Services 70
CPR for Healthcare Providers

Effective: Fall 2025

Catalog Description:

EMS 70 - CPR for Healthcare Providers
0.50 Units

May be repeated time(s)

Development of knowledge, skills and personal judgment necessary to initiate and perform basic life support techniques as a health care professional. Successful completion of the knowledge and skills tests qualifies for an American Heart Association Basic Life Support Certificate.

Course Grading: Pass/No Pass

Lecture Hours	9
Inside of Class Hours	9
Outside of Class Hours	18

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

No limitation on repeatability

Course Objectives:

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

A. Describe the importance of high-quality CPR and its impact on survival
B. List all the steps of the Chain of Survival and apply the BLS concepts of the Chain of Survival
C. Recognize the signs of someone needing CPR
D. Perform high-quality CPR for adults, children and infants
E. Recognize the importance of early use of an AED and demonstrate its use
F. Provide effective ventilations by using a barrier device
G. List the importance of teams in multi-rescuer resuscitation and perform as an effective team member during multi-rescuer CPR

H. Demonstrate the technique for relief of foreign-body airway obstruction (choking) for adults and infants

Course Content:

1. Lesson 1: Course Introduction
2. Lesson 1A: Life Is Why Activity (Optional)
3. Lesson 2: 1-Rescuer Adult BLS
    1. Part I: Adult Chain of Survival
    2. Part II: Scene Safety and Assessment
    3. Part III: Adult Compressions
    4. Part IV: Pocket Mask
    5. Part V: 1-Rescuer Adult BLS
4. Lesson 3: AED and Bag-Mask Device
    1. Part I: AED
    2. Part II: Bag-Mask Device
5. Lesson 4: 2-Rescuer Adult BLS
6. Lesson 5: Team Dynamics
    1. Part I: Team Dynamics
    2. Part II: Successful Resuscitation Teams
7. Lesson 6: High-Performance Teams Activity
8. Lesson 6A: Local Protocols Discussion (Optional)
9. Lesson 7: Child BLS
    1. Part I: Pediatric Chain of Survival
    2. Part II: Child BLS
    3. Part III: 2-Rescuer Child CPR
10. Lesson 8: Infant BLS
    1. Part I: Infant BLS
    2. Part II: Infant Compressions
    3. Part III: Bag-Mask Device for Infants
    4. Part IV: 2-Rescuer Infant BLS
    5. Part V: AED for Infants and Children Less Than 8 Years of Age
11. Lesson 9: Special Considerations
    1. Part I: Mouth-to-Mouth Breaths
    2. Part II: Rescue Breathing
    3. Part III: Breaths With an Advanced Airway
    4. Part IV: Opioid-Associated Life-Threatening Emergency
12. Lesson 10: Adult and Child Choking
    1. Part I: Relief of Choking in a Responsive Adult or Child
    2. Part II: Relief of Choking in an Unresponsive Adult or Child
13. Lesson 11: Infant Choking
    1. Part I: Relief of Choking in a Responsive Infant
    2. Part II: Relief of Choking in an Unresponsive Infant
14. Lesson 12: Conclusion
15. Lesson 13: Exam

16. Lesson 14: Adult CPR and AED Skills Test
17. Lesson 15: Infant CPR Skills Test
18. Lesson 16: Remediation
    1. Part I: Skills Testing Remediation
    2. Part II: Exam Remediation

Methods of Instruction:

1. Lecture - Lecture of Basic Life Support concepts
2. Audio-visual Activity - Audiovisual materials
3. Demonstration - Skills demonstration
4. Discussion - Discussion about variations in local protocols as it relates to CPR and ROSC

Typical Assignments

A. Other:
    1. Review symtoms of cardiac chest pain
    2. Review the AHA Chain of Survival
    3. Outline the steps for high quality chest compressions
    4. Discuss risk factors of cardiac disease

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Summative multiple choice exam
B. Class Participation
    1. Practice skills in small groups
C. Skills demonstration

Student Learning Outcomes

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

A. Perform the CPR skills required for a Healthcare Provider according to the standards of the American Heart Association.

Textbooks (Typical):

Textbook:

1. American Red Cross *Basic Life Support Participant Manual*. 2020 ed., American Red Cross, 2021.
2. American Heart Association *BLS Provider Manual* . Guideline 2020 ed., American Heart Association, 2020.

Other Materials Required of Students

Other Materials Required of Students:

1. Pocket Mask.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ENG 12B - Craft of Writing Fiction: Intermediate

Course Modification: ENG 12B - Craft of Writing Fiction: Intermediate (Launched - Implemented 11-04-2024)
compared with
ENG 12B - Craft of Writing Fiction: Intermediate (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

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

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

Course Content

Lecture Content

1. Controlled assignments to enable the student to approach mastery of specific elements of fiction
2. An analysis of short stories to study the craft of fiction, including the elements of fiction, genre, form, and necessary vocabulary for criticism and self-evaluation of work;
3. An analysis of a full-length work to study the craft of fiction, including the elements of fiction, genre, form, and necessary vocabulary for criticism and self-evaluation of work;
4. Lecture, discussion, and exercises related to identifying and developing sources for stories and novels;
5. Workshop of student fiction: The analysis and discussion of student writing by the class and instructor, and the rewriting of such work based on feedback

6. Submission of two ~~15-page~~ stories or novel chapters of at least 2500 words and revisions of those pieces based on feedback.

7. Discussion of marketing and submitting fiction to magazines, contests, publishers, and agents.

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  ~~B. Audio/video~~
  ~~1. presentations~~ Presentations of professional writers discussing topics like craft and the life of a writer;
  ~~2.~~ recordings of professional writers presenting their work.
- ~~Lecture~~ Discussion
  Comments
  ~~A.~~ Discussion ~~Lecture~~ of student work by the class and ~~discussion~~
  ~~1.~~ instructor; ~~Presentation of forms, strategies and elements of fiction;~~
  ~~2. Study~~ study and discussion of professional work through close textual analysis ~~;~~
  ~~3.~~
- Lecture
  Comments
  Presentation of forms, strategies and elements of fiction
- Written Exercises
  Comments
  Individual and group exercises practicing the elements of fiction ~~;~~
  ~~4.~~

Other ~~Discussion~~ Yes

1. **Explain** ~~of student work by the class and instructor; 5.~~
   Written feedback about students' craft within their own fiction.

Equity Based Curriculum

- Assignments
  ~~Other~~ **Address** ~~No~~
  Assigned readings will be from authors of a variety of backgrounds, including gender identity, race, sexuality, and socioeconomic status.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. Assigned readings will be from authors of a variety of backgrounds, including gender identity, race, sexuality, and socioeconomic status.

2. **Assignment Type** Writing
   Add Assignment

   1. Read "The Guest," by Albert Camus, and write a one page critique of the story, explaining what worked and didn't work for you, using the vocabulary of the elements of fiction.
   2. Write a four-page beginning for a story based on a character during a war or colonial conflict.
   3. Read the novel "*The Fault in Our Stars,*" by John Green. Write a two-page analysis of the craft used in the novel, using the vocabulary of the elements of fiction; include how you might apply that craft to your own writing.
   4. Using the elements of fiction as a guide, write a one-page critique of each peer story submitted; include one paragraph about what worked and one paragraph about what you'd like them to improve.
   5. Turn in an original story, or novel excerpt, of at least fifteen pages to be workshopped by the class.

      1. The story should be between fifteen and twenty pages (or a combination of stories equal to this amount), double-spaced, and the pages should be numbered.
      2. If the piece is a novel excerpt and not the first chapter, please provide a one-page synopsis of the events preceding the piece you've submitted.
      3. After receiving feedback from the class, rewrite the piece as instructed by the teacher and your peers. Write a one-page summary of the suggestions made to you during the workshop and a summary of changes you chose to make.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of English 12B, the student should be able to write~~ Write and revise a story or chapter demonstrating command of the elements of fiction, i.e.,
   _ character, plot, setting, point of view, tone, figures of speech, symbolism, and theme to create resonance and meaning.

Requisites/Requisite Validation

Requisites

1. **Group Title**
   1. **Requisite Type** Recommended Course Preparation
      Requisite Course ENG 12A - Craft of Writing Fiction(~~Historical~~ Active)
      Requisite Validation ~~Content Review~~
   2. ~~**Requisite Type** - Recommended Course Preparation~~
      ~~**Subject** - ENG (English)~~
      ~~**Requisite Course** - ENG 1A - Critical Reading and Composition(Historical)~~
      ~~**Requisite Validation** - Content Review~~ Advisory
      Skills Analysis
      Requisite Course Objective(s)
      - ~~Critically read texts~~ Demonstrate and ~~materials~~ develop the basic skills of fiction writing: description, dialogue, characterization, point of view control, plotting, and theme
        Degree of Importance _ Recommended
      - _ Identify elements of craft within published fiction--such as character, plot, theme, setting, and point of view --and how they are developed within a story.
        Degree of Importance _ Recommended
      - _ Identify source material for fiction
        Degree of Importance _ Recommended
      - _ Complete at least two short stories or novel excerpts, at least eight pages each, and revise them based on criticism from ~~a~~ the ~~variety of academic~~ instructor and ~~cultural contexts, demonstrating in writing and discussion~~ the ~~ability to:~~ class
        Degree of Importance Not Necessary
      - ~~Summarize~~ Locate ~~a~~ markets ~~thesis~~ in which to publish his or her fiction and ~~main~~ follow ~~points;~~
        ~~**Degree** **proper** **of** **submission** **Importance** - Recommended~~
      - ~~- Analyze main ideas;~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Evaluate the validity and logic of the text's reasoning and support;~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~ guidelines
        Degree of Importance Not Necessary
      - ~~- Create a coherent position or argument based on reading;~~

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

Requisite Type ~~Write~~ Recommended ~~multiple-paragraph~~ Course ~~papers that:~~ Preparation

~~Degree of Importance~~ **Subject** ~~Not~~ ENGL ~~Necessary~~ (English)

Requisite Course ENGL C1000 - Academic Reading and Writing(Launched)

Requisite ~~Accurately and appropriately respond to a given assignment;~~

~~Degree of Importance~~ **Validation** ~~Not Necessary~~ Advisory

- ~~Develop a relevant, focused thesis;~~

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

- ~~Are well-organized and coherently move from coordinating to subordinating points;~~

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

- ~~Are well-developed with sufficient and relevant evidence;~~

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

- ~~Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~

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

- ~~Demonstrate stylistic choices in tone, syntax, and diction;~~

~~Degree of Importance~~ - ~~Required~~

- ~~Use standard American English correctly;~~

~~Degree of Importance~~ - ~~Required~~

- ~~Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~

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

- ~~Review sources for relevant evidence and arguments;~~

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

- ~~Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~

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

- ~~Document sources in an academically responsible way.~~

~~Degree of Importance~~ - ~~Recommended~~

Catalog View **Recommended Course Preparation:** ENG 12A with a minimum grade of C and ENGL C1000 with a minimum grade of C

Distance Education

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

Yes

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

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

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with

disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

Textbooks/Materials

Textbook

1. **Title** Writing Fiction
   Edition ~~9th~~ 10th
   Year ~~2014~~ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   - Classic text
2. **Title** The Art of the Short Story
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~-~~ Classic text
3. **Author(s)** ~~Tom~~ Lauren ~~Perrotta~~ Groff , ed., ~~Meg~~ Pitlor , ~~Ed~~ Heidi, ~~Wolitzer~~ ed.
   Title The Best American Short Stories, ~~2017~~ 2024
   Year ~~2017~~ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~-~~
4. **Title** The Art of Fiction: Notes on Craft for Young Writers
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   - Classic text
5. **Title** Bird by Bird: Some Instruction on Writing and Life
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   - Classic Text

6. **Author(s)** ~~Green,~~ Hugh ~~Charles~~ Howey , Ed ,, ~~Yu~~ Adams, John Joseph, Ed.
   Title The Best American Science Fiction and Fantasy, ~~2017~~ 2024
   Year ~~2017~~ 2024
7. **Author(s)** ~~Michael~~ James ~~Ondaatje~~ McBride
   Title ~~Warlight~~ The Heaven & Earth Grocery Store
   Publisher ~~Knopf~~ Riverhead Books
   Year ~~2018~~ 2023

~~Other Materials Required of Students~~

~~v~~

1. ~~Enter Required Material~~ -
   ~~Writing Material—paper and pen/pencil or computer~~

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved Yes
- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date

~~08~~ 11 / ~~09~~ 03 / ~~2021~~ 2024

Parent Course

ENG 12B - Craft of Writing Fiction: Intermediate

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/21/2018~~
- CC Approval

~~05/07/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date
~~01/01/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for English 12B
Craft of Writing Fiction: Intermediate
Effective: Fall 2025

Catalog Description:

ENG 12B - Craft of Writing Fiction: Intermediate
3.00 Units

Practice in writing fiction at an intermediate level. Builds on the skills developed in English 12A by requiring the use of vivid description, specific detail, dynamic and rounded character development, consistent point of view, and logical plotting that avoids cliche. Focus on developing themes that create intellectual or emotional resonance. Expectation of sentence structure, grammar, and format accuracy. Develop internal and external sources for stories and novels; analysis and criticism of published short fiction and a book-length work; analysis and criticism of peer work and individual's own work. Requires submission for publication at the end of the semester.

Recommended Course Preparation: ENG 12A with a minimum grade of C and 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. Demonstrate and develop the skills of fiction writing at an intermediate level: frequent and vivid description of place and character using appropriate similie and metaphor, properly punctuated dialogue, rounded characterization, point of view consistency, logical plotting that avoids cliche, and theme that reflects the human experience and contains emotional or intellectual resonance;

B. Demonstrate correct grammar, sentence structure, and format in the submitted pieces;
C. Identify elements of craft within published fiction and the resulting effects of those elements on other elements of fiction and on the reader, such as the relationship between craft and emotional or intellectual resonance or the relationship between character faults and conflict in the plot.
D. Identify source material for fiction
E. Complete at least two short stories or novel excerpts of at least fifteen pages and revise them based on criticism from the instructor and the class;
F. Locate markets in which to publish his or her fiction and submit to the Las Positas Literary Anthology (or a similar publication) following proper submission guidelines.

Course Content:

1. Controlled assignments to enable the student to approach mastery of specific elements of fiction
2. An analysis of short stories to study the craft of fiction, including the elements of fiction, genre, form, and necessary vocabulary for criticism and self-evaluation of work;
3. An analysis of a full-length work to study the craft of fiction, including the elements of fiction, genre, form, and necessary vocabulary for criticism and self-evaluation of work;
4. Lecture, discussion, and exercises related to identifying and developing sources for stories and novels;
5. Workshop of student fiction: The analysis and discussion of student writing by the class and instructor, and the rewriting of such work based on feedback
6. Submission of two stories or novel chapters of at least 2500 words and revisions of those pieces based on feedback.
7. Discussion of marketing and submitting fiction to magazines, contests, publishers, and agents.

Methods of Instruction:

1. Audio-visual Activity - Presentations of professional writers discussing topics like craft and the life of a writer; recordings of professional writers presenting their work.
2. Lecture - Presentation of forms, strategies and elements of fiction
3. Discussion - Discussion of student work by the class and instructor; study and discussion of professional work through close textual analysis
4. Written Exercises - Individual and group exercises practicing the elements of fiction
5. Written feedback about students' craft within their own fiction.

Typical Assignments

A. Reading:
    1. Assigned readings will be from authors of a variety of backgrounds, including gender identity, race, sexuality, and socioeconomic status.
B. Writing:
    1. Read "The Guest," by Albert Camus, and write a one page critique of the story, explaining what worked and didn't work for you, using the vocabulary of the elements of fiction.
    2. Write a four-page beginning for a story based on a character during a war or colonial conflict.
    3. Read the novel "*The Fault in Our Stars,*" by John Green. Write a two-page analysis of the craft used in the novel, using the vocabulary of the elements of fiction; include how you might apply that craft to your own writing.

4. Using the elements of fiction as a guide, write a one-page critique of each peer story submitted; include one paragraph about what worked and one paragraph about what you'd like them to improve.
5. Turn in an original story, or novel excerpt, of at least fifteen pages to be workshopped by the class.
    1. The story should be between fifteen and twenty pages (or a combination of stories equal to this amount), double-spaced, and the pages should be numbered.
    2. If the piece is a novel excerpt and not the first chapter, please provide a one-page synopsis of the events preceding the piece you've submitted.
    3. After receiving feedback from the class, rewrite the piece as instructed by the teacher and your peers. Write a one-page summary of the suggestions made to you during the workshop and a summary of changes you chose to make.

Methods of Evaluating Student Progress

A. Papers
    1. minimum two submission per semester
B. Oral Presentation
    1. One presentation on an author or book
C. Class Participation
    1. daily
D. Class Work
    1. daily
E. Home Work
    1. daily

Student Learning Outcomes

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

A. Write and revise a story or chapter demonstrating command of the elements of fiction, i.e., character, plot, setting, point of view, tone, figures of speech, symbolism, and theme to create resonance and meaning.

Textbooks (Typical):

Textbook:

1. Janet Burroway, Elizabeth Stuckey-French, Ned Stuckey-French *Writing Fiction.* 10th ed., Pearson, 2019.
2. Gioa , Dana and R.S. Gynn, Ed., *The Art of the Short Story.*, Longman., 2005.
3. Lauren Groff, ed., Pitlor, Heidi, ed. *The Best American Short Stories, 2024.*, Mariner Books, 2024.
4. Gardner, John, *The Art of Fiction: Notes on Craft for Young Writers.*, Vintage Books, 1991.
5. Lamott, Anne, *Bird by Bird: Some Instruction on Writing and Life.*, Anchor, 1995.
6. Hugh Howey, Ed., Adams, John Joseph, Ed. *The Best American Science Fiction and Fantasy, 2024.*, Mariner Books, 2024.
7. James McBride *The Heaven & Earth Grocery Store.*, Riverhead Books, 2023.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ENG 12C - Craft of Writing Fiction: Advanced

Course Modification: ENG 12C - Craft of Writing Fiction: Advanced (Launched - Implemented 11-04-2024)
compared with
ENG 12C - Craft of Writing Fiction: Advanced (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Units/Hours

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

Course Objectives

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

1. **Group Title** Complete at least two short stories or novel excerpts of at least ~~twenty~~ 3500 ~~pages~~ words and revise them based on criticism from the instructor and the class;
2. **Group Title** Submit fiction to ~~the~~ Havik: The Las Positas ~~Literary~~ College ~~Anthology~~ Journal of Arts & Literature, and three additional literary journals following proper submission guidelines.

Equity Based Curriculum

- Assignments
  Address
  Assigned readings will come from authors of a variety of backgrounds, including gender identity, race, sexuality, and socioeconomic status.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

    1. Assigned readings will come from authors of a variety of backgrounds, including gender identity, race, sexuality, and socioeconomic status.

2. **Assignment Type** Writing
   Add Assignment

    1. Read "The Guest," by Albert Camus, and write a one page critique of the story, explaining what worked and didn't work for you, using the vocabulary of the elements of fiction.

    2. Write a four-page beginning for a story based on a character during a war or colonial conflict.

    3. Read "*The Fault in Our Stars,*" by John Green. Write a two-page analysis of the craft used in the novel, using the vocabulary of the elements of fiction; include how you might apply that craft to your own writing. Present this and additional research about Green's technique to the class.

    4. Using the elements of fiction as a guide, write a one-page critique of each peer story submitted; include one paragraph about what worked and one paragraph about what you'd like them to improve.

    5. Turn in an original story, or novel excerpt, of at least twenty pages to be workshopped by the class.

        1. The story should be double-spaced, and the pages should be numbered.

        2. If the piece is a novel excerpt and not the first chapter, please provide a one-page synopsis of the events preceding the piece you've submitted.

        3. After receiving feedback from the class, rewrite the piece as instructed by the teacher and your peers. Write a one-page summary of the suggestions made to you during the workshop and a summary of changes you chose to make.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** ~~Prerequisite~~ Recommended Course Preparation
   Requisite Validation ~~Content Review~~ Advisory
   Skills Analysis

Requisite Course Objective(s)

- Demonstrate and develop the skills of fiction writing at an intermediate level: frequent and vivid description of place and character using appropriate similie and metaphor, properly punctuated dialogue, rounded characterization, point of view consistency, logical plotting that avoids cliche, and theme that reflects the human experience and contains emotional or intellectual resonance;
  Degree of Importance ~~Required~~ Recommended
- Identify elements of craft within published fiction and the resulting effects of those elements on other elements of fiction and on the reader, such as the relationship between craft and emotional or intellectual resonance or the relationship between character faults and conflict in the plot.
  Degree of Importance ~~Required~~ Recommended
- Complete at least two short stories or novel excerpts of at least fifteen pages and revise them based on criticism from the instructor and the class;
  Degree of Importance ~~Required~~ Recommended

2. ~~**Min Grade**~~ -
   ~~**Group Title**~~ -

   1. **Requisite Type** Recommended Course Preparation
      Subject ~~ENG~~ ENGL (English)
      Requisite Course ~~ENG~~ ENGL ~~1AEX~~ C1000 - ~~Critical~~ Academic Reading and ~~Composition Expanded~~ Writing (~~Historical~~ Launched)
      ~~**Non Course Requirements**~~ -
      Min Grade C
      Comments
      Requisite Validation ~~Content Review~~ Advisory
      ~~**Skills Analysis**~~
      ~~**Requisite Course Objective(s)**~~

      - ~~- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Summarize a thesis and main points;~~
        ~~**Degree of Importance** - Not Necessary~~
      - ~~- Analyze main ideas;~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Evaluate the validity and logic of the text's reasoning and support;~~
        ~~**Degree of Importance** - Not Necessary~~
      - ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Create a coherent position or argument based on reading;~~
        ~~**Degree of Importance** - Not Necessary~~
      - ~~- Write multiple-paragraph papers that:~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Accurately and appropriately respond to a given assignment;~~

Degree of Importance - Recommended

- - Develop a relevant, focused thesis;
  Degree of Importance - Not Necessary
- - Are well-organized and coherently move from coordinating to subordinating points;
  Degree of Importance - Recommended
- - Are well-developed with sufficient and relevant evidence;
  Degree of Importance - Not Necessary
- - Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;
  Degree of Importance - Not Necessary
- - Demonstrate stylistic choices in tone, syntax, and diction;
  Degree of Importance - Recommended
- - Use standard American English correctly;
  Degree of Importance - Recommended
- - Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:
  Degree of Importance - Not Necessary
- - Review sources for relevant evidence and arguments;
  Degree of Importance - Not Necessary
- - Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;
  Degree of Importance - Not Necessary
- - Document sources in an academically responsible way.
  Degree of Importance - Not Necessary

2. **Requisite Type** - Recommended Course Preparation
   Subject - ENG (English)
   Requisite Course - ENG 1A - Critical Reading and Composition(Historical)
   Non Course Requirements -
   Min Grade - C
   Comments -
   Requisite Validation - Content Review
   Skills Analysis
   Requisite Course Objective(s)

   - - Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:
     Degree of Importance - Recommended
   - - Summarize a thesis and main points;
     Degree of Importance - Not Necessary
   - - Analyze main ideas;
     Degree of Importance - Recommended
   - - Evaluate the validity and logic of the text's reasoning and support;
     Degree of Importance - Not Necessary
   - - Relate ideas and information in the text to his/her own experience as well as other texts;

~~**Degree of Importance** - Recommended~~

- ~~- Create a coherent position or argument based on reading;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Write multiple-paragraph papers that:~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Accurately and appropriately respond to a given assignment;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Develop a relevant, focused thesis;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Are well-organized and coherently move from coordinating to subordinating points;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Are well-developed with sufficient and relevant evidence;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use standard American English correctly;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Not Necessary~~

Catalog View **Recommended Course Preparation:** ENG 12B with a minimum grade of C, ENGL C1000 with a minimum grade of C

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  ~~1~~ One
- Research Projects
  Frequency
  ~~1~~ One

- Portfolios
  Frequency
  ~~1~~ One
- Papers
  Frequency
  ~~2~~ Two
- Oral Presentation
  Frequency
  ~~1~~ One
- Projects
  Frequency
  ~~1~~ One
- Class Performance
  Frequency
  ~~weekly~~ Weekly
- Final Class Performance
  Frequency
  ~~1~~ One

Please Explain

A research and presentation project on the craft of one published author is required for this course level

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

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

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

Textbooks/Materials

Textbook

1. **Author(s)** George Saunders
   Title A Swim in a Pond in the Rain
   Edition
   Publisher Random House
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
2. **Author(s)** Janet Burroway
   Title Writing Fiction: A Guide to Narrative Craft
   Edition ~~9th~~ 10th
   Publisher Longman
   Year ~~2014~~ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   - classic text
3. **Author(s)** Gioa , Dana and R.S. Gynn, Ed.,
   Title The Art of the Short Story
   ~~**Edition**~~ -
   Publisher Longman.
   Year 2005
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   - classic text
4. **Author(s)** Gardner, John,
   Title The Art of Fiction: Notes on Craft for Young Writers
   Publisher Vintage Books
   Year 1991
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   - classic text
5. **Author(s)** Lamott, Anne,
   Title Bird by Bird: Some Instruction on Writing and Life

Edition

Publisher Anchor

Year 1995

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

- classic text

6. **Author(s)** ~~Anthony~~ Lauren ~~Doerr~~ Groff, Ed., Pitilor, Heidi, Ed.
   Title The Best American Short Stories ~~2019~~ 2024
   Edition ~~2019~~
   Publisher Houghton Mifflin Hourcourt
   Year ~~2019~~ 2024
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~ -
7. **Author(s)** Tommy Orange
   Title There There
   Edition paperback
   Publisher Vintage
   Year 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   classic text
8. **Author(s)** Brody Jessica
   Title Save the Cat! Writes a Novel: The Last Book on Novel Writing You'll Ever Need
   Edition 1st
   Publisher Ten Speed Press
   ISBN-13
   Year 2018
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   most recent edition
   Or Equivalent No

~~Other Materials Required of Students~~

~~v~~

1. ~~Enter Required Material~~ -
   ~~Writing Material—paper and pen/pencil or computer~~
2. ~~Enter Required Material~~ -
   ~~Use of Blackboard~~

Library

Sufficient Resources ~~No~~ Yes

General Education/Transfer Request

- ~~Transfers~~ 3 ~~to~~ - ~~UC~~ Arts and Humanities

Comments

New Request No

Already approved substantial change No

Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Dry, Richard~~ Nash, Martin

Origination Date

~~08~~ 11 / ~~09~~ 03 / ~~2021~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

ENG 12C - Craft of Writing Fiction: Advanced

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~

- State Approval

  ~~01/21/2020~~

- CC Approval

  ~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date -

~~08/15/2020~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for English 12C
Craft of Writing Fiction: Advanced
Effective: Fall 2025

Catalog Description:

ENG 12C - Craft of Writing Fiction: Advanced
3.00 Units

Practice in writing fiction at an advanced level. Builds on the intermediate skills developed in English 12B by requiring a mastery of description, detail, character development, consistent point of view, and logical plotting that avoids cliche. Focus on achieving themes that create intellectual or emotional resonance. Expectation of sentence structure, grammar, and format accuracy. Develop internal and external sources for stories and novels; analysis and criticism of published short fiction and a presentation about the craft in a book-length work; analysis and criticism of peer work and individual's own work. Requires submission for publication at the end of the semester; analysis and criticism of peer work and individual's own work.

Recommended Course Preparation: ENG 12B 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:

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 mastery of grammar, sentence structure, and format in submitted pieces;
B. Demonstrate advanced skills in description, dialogue, characterization, point of view control, plotting, and theme;

C. Identify subtle elements of craft within published fiction and the resulting effects of those elements, such as the relationship between craft and emotional or intellectual resonance;
D. Complete at least two short stories or novel excerpts of at least 3500 words and revise them based on criticism from the instructor and the class;
E. Submit fiction to Havik: The Las Positas College Journal of Arts & Literature, and three additional literary journals following proper submission guidelines.
F. Research and present the craft of a selected author

Course Content:

1. Controlled assignments to enable the student to master specific elements of fiction and writing techniques
2. An analysis of short stories and a full-length work by professional writers to study the craft of fiction, including the elements of fiction, genre, form, and necessary vocabulary for criticism and self-evaluation of work;
3. An analysis of a full-length work to study the craft of fiction, including the elements of fiction, genre, form, and necessary vocabulary for criticism and self-evaluation of work;
4. Student presentations about a single author's creative craft based on research;
5. Lecture, discussion, and exercises related to identifying and developing sources for stories;
6. Workshop of student fiction: The analysis and discussion of student writing by the class and instructor, and the rewriting of such work based on feedback
7. Discussion of marketing and submitting fiction to magazines, contests, publishers, and agents.

Methods of Instruction:

1. Audio-visual Activity - Presentations of professional writers discussing topics like craft and the life of a writer; recordings of professional writers presenting their work.
2. Lecture - Presentation of forms, strategies and elements of fiction; study and discussion of professional work through close textual analysis; individual and group exercises practicing the elements of fiction; discussion of student work by the class and instructor; written feedback about students' craft within their own fiction.

Typical Assignments

A. Reading:
    1. Assigned readings will come from authors of a variety of backgrounds, including gender identity, race, sexuality, and socioeconomic status.
B. Writing:
    1. Read "The Guest," by Albert Camus, and write a one page critique of the story, explaining what worked and didn't work for you, using the vocabulary of the elements of fiction.
    2. Write a four-page beginning for a story based on a character during a war or colonial conflict.
    3. Read "*The Fault in Our Stars,*" by John Green. Write a two-page analysis of the craft used in the novel, using the vocabulary of the elements of fiction; include how you might apply that craft to your own writing. Present this and additional research about Green's technique to the class.
    4. Using the elements of fiction as a guide, write a one-page critique of each peer story submitted; include one paragraph about what worked and one paragraph about what you'd

like them to improve.

5. Turn in an original story, or novel excerpt, of at least twenty pages to be workshopped by the class.
    1. The story should be double-spaced, and the pages should be numbered.
    2. If the piece is a novel excerpt and not the first chapter, please provide a one-page synopsis of the events preceding the piece you've submitted.
    3. After receiving feedback from the class, rewrite the piece as instructed by the teacher and your peers. Write a one-page summary of the suggestions made to you during the workshop and a summary of changes you chose to make.

Methods of Evaluating Student Progress

A. Quizzes
    1. Weekly
B. Research Projects
    1. One
C. Portfolios
    1. One
D. Papers
    1. Two
E. Oral Presentation
    1. One
F. Projects
    1. One
G. Group Projects
    1. Weekly
H. Class Participation
    1. Weekly
I. Class Work
    1. Weekly
J. Home Work
    1. Weekly
K. Class Performance
    1. Weekly
L. Final Class Performance
    1. One
M. Exams/Tests
    1. One
N. A research and presentation project on the craft of one published author is required for this course level

Student Learning Outcomes

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

A. Upon completion of ENG 12C, the student should be able to demonstrate advanced skills in description, dialogue, characterization, point of view control, plotting, and theme
B. Upon completion of ENG 12C, the student should be able to identify subtle elements of craft within published fiction and the resulting effects of those elements, such as the relationship between craft and emotional or intellectual resonance.

Textbooks (Typical):

Textbook:

1. George Saunders *A Swim in a Pond in the Rain.*, Random House, 2022.
2. Janet Burroway *Writing Fiction: A Guide to Narrative Craft.* 10th ed., Longman, 2019.
3. Gioa , Dana and R.S. Gynn, Ed., *The Art of the Short Story.*, Longman., 2005.
4. Gardner, John, *The Art of Fiction: Notes on Craft for Young Writers.*, Vintage Books, 1991.
5. Lamott, Anne, *Bird by Bird: Some Instruction on Writing and Life.*, Anchor, 1995.
6. Lauren Groff, Ed., Pitilor, Heidi, Ed. *The Best American Short Stories 2024.*, Houghton Mifflin Hourcourt, 2024.
7. Tommy Orange *There There.* paperback ed., Vintage, 2019.
8. Brody Jessica *Save the Cat! Writes a Novel: The Last Book on Novel Writing You'll Ever Need.* 1st ed., Ten Speed Press, 2018.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ENG 20 - Studies in Shakespeare

Course Modification: ENG 20 - Studies in Shakespeare (Launched - Implemented 11-04-2024)
compared with
ENG 20 - Studies in Shakespeare (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Catalog Description
Readings of the sonnets and representative comedies, histories, tragedies, and romances of William Shakespeare, with attention to the early, middle , and late phases of his art and to the Age of Elizabeth.

Units/Hours

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

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

Equity Based Curriculum

- Assignments
  Address
  Assigned reading will include examination of sexuality and gender-focused criticisms of the works of Shakespeare.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading

Add Assignment

1. ~~Lecture~~

    1. ~~History and structure of Shakespearean sonnets~~
    2. ~~Elizabethan Theatres and patronage in the 16th Century~~
    3. ~~Symbols of light and dark in *Romeo and Juliet.*~~
    4. ~~Existentialism and the use of "nothing" in *King Lear*~~

2. ~~Reading~~

    1. Read Act I and Act II of *A Midsummer Night's Dream*
    2. Read Sonnet 18
    3. Read Susan Snyder's critical essay "King Lear: A Modern Perspective"
    4. Read the primary source "The History of Four-footed Beasts."

3. ~~Class~~ Assigned reading will include examination of sexuality and ~~Group~~ gender-focused ~~Discussion~~

    1. ~~Class discussion: What is the relevance~~ criticisms of the ~~opening scene to the rest~~ works of ~~the play in Act I of~~ ~~*The Taming of the Shrew*~~ ~~?~~
    2. ~~Group discussion: How does Parolles serve as a foil to Bertram in~~ ~~*All's Well that Ends Well*~~ ~~?~~ Shakespeare.

4. ~~Group~~

2. **Assignment** ~~**Work**~~ **Type** ~~and~~ Writing
   Add ~~**Activities**~~ **Assignment**

    1. ~~In groups, discuss Shylock's asides at 1.3.33-52 and 1.3.116-139 in~~ ~~*The Merchant of Venice*~~ ~~:~~ ~~The first group should prepare a performance of the text that offers a more sympathetic Shylock than the one related in the text; the second group should prepare a performance that offers a less sympathetic Shylock than the one suggested by a literal reading of the text.~~

1. Written Analysis of Plays, Sonnets and Sources

    1. Read Sonnet 129 and make a reading log entry identifying the metaphors in the poem and discussing the impression they create.

    2. Write a short, critical essay analyzing the role of Julia in the live production of *The Two Gentlemen of Verona* contrasted with the BBC version.

    3. Write an analytical essay evaluating Iago's motivations in *Othello*.

2. ~~Oral~~

3. **Assignment** ~~**Presentations**~~ **Type** Research
   Add Assignment

    1. Research and present to the class information about Elizabethan stage representations in Elizabethan playhouses and show how *Much Ado About Nothing* might be staged in an Elizabethan theater.

    2. Research and present to the class the history and use of the masque tradition in *The Tempest*.

    3. Research and present to the class the sources from which Shakespeare wrote *Henry IV, Part I*

4. **Assignment Type** Other
   Add Assignment

    1. Video and/or Live Productions of Shakespeare's plays

        1. Watch Trevor Nunn's 1996 production of *Twelfth Night*

        2. Attend Shakespeare on Tour's production of *Julius Caesar* at the LPC theatre.

        3. Watch Kenneth Branagh's 1993 version of *Much Ado About Nothing* and compare/contrast its settings and mood with the Joss Whedon's, 2012, version of *Much Ado About Nothing*.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of English 20, students will be able to analyze~~ Analyze an author's use of literary techniques to develop a theme.
2. **Outcome Text**
   ~~Upon completion of English 20, students will be able to identify~~ Identify , analyze, and interpret the distinctive metaphors, poetic forms and vocabulary used in
   _ Shakespeare's plays and sonnets.
3. **Outcome Text**
   ~~Upon completion of English 20, the student will be able to recognize~~ Recognize , appreciate, and compare the similarities and differences between authors,
   _ characters, and self that stem from historical era and cultural tradition.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Subject ~~ENG~~ ENGL (English)
   Requisite Course ~~ENG~~ ENGL ~~1A~~ C1000 - ~~Critical~~ Academic Reading and ~~Composition~~ Writing (~~Historical~~ Launched)
   Requisite Validation ~~Content~~ UC ~~Review~~ TCA Requirement
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - ~~- Summarize a thesis and main points;~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - ~~- Analyze main ideas;~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - ~~- Evaluate the validity and logic of the text's reasoning and support;~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - ~~- Create a coherent position or argument based on reading;~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - ~~- Write multiple-paragraph papers that:~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - ~~- Accurately and appropriately respond to a given assignment;~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - ~~- Develop a relevant, focused thesis;~~
     ~~**Degree of Importance**~~ - ~~Required~~
   - ~~- Are well-organized and coherently move from coordinating to subordinating points;~~
     ~~**Degree of Importance**~~ - ~~Required~~

- ~~- Are well-developed with sufficient and relevant evidence;~~
  ~~**Degree of Importance** - Required~~
- ~~- Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~
  ~~**Degree of Importance** - Required~~
- ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use standard American English correctly;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Required~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Required~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Required~~

Catalog View **Prerequisite:** ENGL C1000 with a minimum grade of C

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

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

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

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

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

This course should be offered online to provide students with more flexibility.

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

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

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

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

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly. The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Weekly. The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  As needed, typically once a month. Announcements will be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  ~~Students~~ As ~~will~~ needed, ~~use~~ typically ~~webconferencing~~ at ~~to~~ least ~~work~~ once ~~together~~ per ~~on~~ semester. ~~group research projects.~~

Student-Student Interaction

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

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

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Daily or weekly. Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each other's postings. Example Assignment -- POST: After reviewing the readings and video lecture on the Commedia Dell' Arte, discuss how the history and style of the Commedia Dell' Arte influenced The Comedy of Errors, specifically. In your discussion, be sure to 1.)Reference the history of the Commedia dell' arte, 2.)Refer to specific stock players in the Commedia dell' arte, 3.)Use text from The Comedy of Errors and any graphics you can find online to illustrate and support your discussion points. REPLY: You will not be allowed to reply until your have submitted a post. Reply to 2 posts. (NO more than two replies to each post.) In your reply: 1.) Discuss any similarities or differences in your analyses, 2.) Provide an additional reference to the play (Act, Scene, or Line) that either supports or contradicts the post's analysis.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  At least once per semester if assigned. Students may work together on a group project using Groups, which enables email communication, chatroom collaboration, WIKI, and file sharing. Example Assignment: Read Chpt. 7 "Shakescene" in Stephen Greenblatt's Will in the World. Greenblatt makes a strong argument here about the historical source of Falstaff. Using the WIKI, work together to research and share other interpretations concerning the historical source for the character of Falstaff. Using PowerPoint, create an interesting presentation for the rest of the class, explaining Greenblatt's interpretation as well as your researched information concerning the historical source for Falstaff. Provide some graphics to illustrate your research, as well as some specific references to lines/scenes from the play. Post your Power Point presentation, WIKI work, and Annotated Bibliography to your Group Page by the due date.

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Daily or weekly. Students will use the Discussion Boards to engage with the reading in variety of ways, whether by doing an online dialogic journal, posting answers to post-reading questions, or posting a summary or journal response to a text.
  Assignment Example: Discuss the role of the fool in King Lear: What do you think are the key lines in the play that help us understand the fool? How do you interpret the fool's relationship with King Lear?

How do you interpret the connection between Lear's fool and Cordelia? If you were going to cast an actor you know in the role of Lear' fool, who would it be? Explain why this actor would be best at presenting your interpretation of the fool. (Post should be at least 300 words long. You will not be able to view other posts until you have posted.)

- **Written papers:** *Papers will be written on various topics.*
  Frequency
  three short essays per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Monthly. Quizzes may be used in each module to make sure students completed the assigned reading and understood it. These quizzes may or may not be "open-book," but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting.
  Example quiz question: How does Hippolyta describe the prologue to the play within the play, after Quince recites it?
  a. Very moving and inspirational
  b. Like a child on an instrument he hasn't quite mastered yet
  c. Like a poet's sonnet
  d. Simple, but charming
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, mini-lectures might be posted on the topics of elements of tragedy, comedy, history plays, the Renaissance, Elizabethan theater, etc. PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes.

Textbooks/Materials

Other ~~No~~ Yes
Textbook

1. **Author(s)** Ian Smith
   Title Black Shakespeare: Reading and Misreading Race
   Edition
   Publisher Cambridge University Press
   Year 2022
2. **Author(s)** Ayanna Thompson, ed.
   Title The Cambridge Companion to Shakespeare and Race
   Edition
   Year 2021
3. **Author(s)** Valerie Traub
   Title The Oxford Handbook of Shakespeare and Embodiment: Gender, Sexuality, and Race
   Edition

Publisher Oxford UP

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

4. **Author(s)** David Young
   Title The King's a Beggar: A Study of Shakespeare's Epilogues
   Edition 1
   Publisher Archway
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) Most recent edition
5. **Author(s)** Emma Whipday
   Title Shakespeare's Domestic Tragedies: Violence in the Early Modern Home
   Edition 1
   Publisher Cambridge University Press
   Year 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) Most recent edition
6. **Author(s)** Harold Bloom
   Title Lear: The Great Image of Authority (Shakespeare's Personalities)
   Edition Scribner; Reprin
   Publisher Scribner
   Year 2018
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) Most recent edition
7. **Author(s)** Bloom, Harold,
   Title Shakespeare, The Invention of the Human
   ~~**Edition**~~ -
   Publisher Riverhead Books
   Year ~~1998~~ 1999
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) - classic text
8. ~~**Author(s)** - Epstein, Norrie,~~
   ~~**Title** - The Friendly Shakespeare~~
   ~~**Edition** -~~
   ~~**Publisher** - Penguin Books~~
   ~~**Year** - 1993~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - -~~
9. ~~**Author(s)** - Greenblatt, Stephen,~~
   ~~**Title** - Will in the World~~
   ~~**Edition** -~~
   ~~**Publisher** - W.W. Norton and Co.~~
   ~~**Year** - 2004~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - -~~

10. ~~**Author(s)** - Shakespeare, William,~~
    Title The Taming of the Shrew
    Edition
    Publisher Bedford Books
    Year 1996
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    - classic text
11. **Title** Twelfth Night
    Edition revised
    ~~**Publisher** - The Folger Shakespeare Library~~
    Year 2004
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    - classic text
12. **Title** King Lear
    Edition reprint
    Year 1993
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    - classic text
13. **Author(s)** Shakespeare, William,
    Title The Tempest
    Edition
    Publisher The Folger Shakespeare Library
    Year 1994
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    - classic text
14. **Author(s)** Marjorie Garber
    Title Shakespeare After All
    Edition reprint
    Publisher Anchor
    Year 2005
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    Critical essays on each of the plays can be used as reference and for individual research projects.
15. ~~**Author(s)** Estelle Rivier, Eric Brown~~
    ~~**Title** - Shakespeare in Performance~~
    ~~**Edition** -~~
    ~~**Publisher** - Cambridge Scholars Publishing~~
    ~~**Year** - 2013~~
    ~~**Rationale for textbook older than 5 years. (**~~ **Most recent edition** ~~**, considered classic, etc .)** -~~
16. **Title** Shakespeare in Kabul
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    Most recent edition
17. **Title** Shakespeare and the Second World War: Memory, Culture, Identity
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
18. ~~**Author(s)** - James Shapiro~~
    ~~**Title** - Shakespeare in America: An Anthology from the Revolution to Now~~

~~**Edition**~~ -
~~**Publisher**~~ - ~~Library of America~~
~~**Year**~~ - ~~2014~~
~~**Rationale for textbook older than 5 years. (**~~ **Most recent edition** ~~**, considered classic, etc.)**~~ -

19. **Author(s)** Stephen Greenblatt
Title Tyrant: Shakespeare on Politics
Edition 1
Publisher W.W. Norton and Company
~~**ISBN-13**~~ -
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Most recent edition
~~**Or Equivalent**~~ - ~~No~~

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3B - Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~O'Herin, Maureen~~ Nash, Martin

Origination Date

~~09~~ 10 / ~~24~~ 16 / ~~2018~~ 2024

Parent Course

ENG 20 - Studies in Shakespeare

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~
- State Approval

  ~~01/28/2019~~
- CC Approval

  ~~10/15/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -
~~08/15/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for English 20
Studies in Shakespeare
Effective: Fall 2025

Catalog Description:

ENG 20 - Studies in Shakespeare
3.00 Units

Readings of the sonnets and representative comedies, histories, tragedies, and romances of William Shakespeare, with attention to the early, middle, and late phases of his art and to the Age of Elizabeth.

Prerequisite: ENGL C1000 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. Recognize the differences in approach, style, and technique in Shakespeare's early, middle and late plays
B. Recognize the nature of Shakespearean comedies, histories, tragedies and romances and distinguish their differences
C. Identify, summarize, and interpret Shakespearean blank verse
D. Explain the most distinctive characteristics of Shakespeare's work in poetry and drama
E. Describe the plays as stage representations in Elizabethan playhouses
F. Describe the structural elements in Shakespeare's plays and explain how they operate within the framework of the Elizabethan view of the world

G. Analyze modern productions of Shakespeare's plays and the ways they are informed by modern sensibilities
H. Analyze and evaluate primary and secondary sources, as well as critical works related to Shakespeare's plays and poetry
I. Recognize the human experiences expressed in Shakespeare's work and relate them to his or her own world
J. Analyze how Shakespeare's use of literary techniques develops a theme

Course Content:

1. Representative sample of Shakespeare's histories, tragedies, comedies, and romances covering the early, middle and late phases of his career
2. Selected sonnets by Shakespeare
3. The Elizabethan playhouse and theatrical conventions of Shakespeare's time
4. Social and historical contexts of the Elizabethan world from which Shakespeare's works emerged
5. Modern perspectives and productions of Shakespeare's plays
6. Selected primary works which constituted Shakespeare's sources
7. Selected secondary works including critical analyses

Methods of Instruction:

1. Discussion - Class and group discussion
2. Lecture
3. Written Exercises - Written analysis of plays, sonnets and critical essays
4. Reading
5. Group work and activities
6. Oral presentations based on student research
7. Video and/or live productions of Shakespeare's works

Typical Assignments

A. Reading:
    1. Read Act I and Act II of *A Midsummer Night's Dream*
    2. Read Sonnet 18
    3. Read Susan Snyder's critical essay "King Lear: A Modern Perspective"
    4. Read the primary source "The History of Four-footed Beasts."
    5. Assigned reading will include examination of sexuality and gender-focused criticisms of the works of Shakespeare.
B. Writing:
    1. Written Analysis of Plays, Sonnets and Sources
        1. Read Sonnet 129 and make a reading log entry identifying the metaphors in the poem and discussing the impression they create.
        2. Write a short, critical essay analyzing the role of Julia in the live production of *The Two Gentlemen of Verona* contrasted with the BBC version.
        3. Write an analytical essay evaluating Iago's motivations in *Othello*.
C. Research:

1. Research and present to the class information about Elizabethan stage representations in Elizabethan playhouses and show how *Much Ado About Nothing* might be staged in an Elizabethan theater.
2. Research and present to the class the history and use of the masque tradition in *The Tempest*.
3. Research and present to the class the sources from which Shakespeare wrote *Henry IV, Part I*

D. Other:
   1. Video and/or Live Productions of Shakespeare's plays
      1. Watch Trevor Nunn's 1996 production of *Twelfth Night*
      2. Attend Shakespeare on Tour's production of *Julius Caesar* at the LPC theatre.
      3. Watch Kenneth Branagh's 1993 version of *Much Ado About Nothing* and compare/contrast its settings and mood with the Joss Whedon's, 2012, version of *Much Ado About Nothing*.

Methods of Evaluating Student Progress

A. Quizzes
   1. monthly
B. Research Projects
   1. one per semester
C. Papers
   1. 3 short papers
D. Oral Presentation
   1. one per semester
E. Field Trips
   1. one per semester
F. Group Projects
   1. one per semester
G. Class Work
   1. most class sessions
H. Class Participation
   1. most class sessions
I. Home Work
   1. due most class sessions
J. Class Performance
   1. at least one per semester

Student Learning Outcomes

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

A. Analyze an author's use of literary techniques to develop a theme.
B. Identify, analyze, and interpret the distinctive metaphors, poetic forms and vocabulary used in Shakespeare's plays and sonnets.
C. Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:

1. Ian Smith *Black Shakespeare: Reading and Misreading Race* ., Cambridge University Press, 2022.
2. Ayanna Thompson, ed. *The Cambridge Companion to Shakespeare and Race.*, Cambridge University Press, 2021.
3. Valerie Traub *The Oxford Handbook of Shakespeare and Embodiment: Gender, Sexuality, and Race.*, Oxford UP, 2018.
4. David Young *The King's a Beggar: A Study of Shakespeare's Epilogues.* 1 ed., Archway, 2017.
5. Emma Whipday *Shakespeare's Domestic Tragedies: Violence in the Early Modern Home.* 1 ed., Cambridge University Press, 2019.
6. Harold Bloom *Lear: The Great Image of Authority (Shakespeare's Personalities).* Scribner; Reprin ed., Scribner, 2018.
7. Bloom, Harold, *Shakespeare, The Invention of the Human.*, Riverhead Books, 1999.
8. Shakespeare, William, *The Taming of the Shrew.*, Bedford Books, 1996.
9. Shakespeare, William, *Twelfth Night.* revised ed., The Folger Shakespeare Library, 2004.
10. Shakespeare, William, *King Lear.* reprint ed., The Folger Shakespeare Library, 1993.
11. Shakespeare, William, *The Tempest.*, The Folger Shakespeare Library, 1994.
12. Marjorie Garber *Shakespeare After All.* reprint ed., Anchor, 2005.
13. Stephen Landrigan, Qais Omar *Shakespeare in Kabul.*, Haus Pub. , 2012.
14. Irena Makaryk , Marissa McHugh *Shakespeare and the Second World War: Memory, Culture, Identity.*, University of Toronto Press, Scholarly Publishing Division , 2012.
15. Stephen Greenblatt *Tyrant: Shakespeare on Politics.* 1 ed., W.W. Norton and Company, 2018.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ENG 29 - Independent Study, English

Course Modification: ENG 29 - Independent Study, English (Launched - Implemented 10-12-2024)
compared with
ENG 29 - Independent Study, English (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Min Units 0. ~~000~~ 500
Max Units ~~0~~ 2 .000
Lab ~~Yes~~ No
Min Units ~~0.500~~
Max Units ~~0.000~~
TOTALS
Calculations

Lecture Hours	9 - 36
Inside of Class Hours	9 - 36
Outside of Class Hours	18 - 72

Course Content

Lecture Content

1. Develop skills and knowledge that reinforce, or expand upon, English concepts
    1. Discuss how English concepts are rooted in Eurocentric systems that are inherently biased
2. Develop methodology and reporting structure for a project

3. Communicate the essential applications or theories related to English

Equity Based Curriculum

- Typical Texts
  Address
  Instructors will suggest or assign readings from a variety of perspectives.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading Assignments~~

      1. Identification of a research project may include extensive reading .
   2.

2. **Assignment Type** Writing
   Add Assignment

   1. Identification of a topic related to independent study class may include a paper or other report .

   1. ~~Lab Work~~

      1. ~~Completion of a project may include laboratory or field work, such as interviews and research~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Outcome to be determined by the instructor and student

Methods of Evaluation

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

- Research Projects
  Frequency
- One ~~Portfolios~~
  ~~**Frequency**~~ per
  semester
- Papers
  Frequency
  Minimum of one per semester (if not in the form of a final paper then for some other purpose such as a detailed proposal or annotated bibliography during the semester)
- Oral Presentation
  Frequency
- Not ~~Projects~~
  ~~**Frequency**~~ required
- but ~~Lab~~ potentially ~~Activities~~
  ~~**Frequency**~~ in
  lieu of a final paper to present research findings

Distance Education

Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. No
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.

- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

DE Course Interactions

Student- Student Interaction

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

- **Other:**
  Frequency
  Only one student is enrolled in the Independent Study at a time.

Student- Content Interaction

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

- **Written papers:** *Papers will be written on various topics.*
  Frequency
  Minimum one per semester

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  Weekly or biweekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Student will meet with instructor for guidance at least twice per month.
- **Other:**
  Frequency
  The student and instructor will agree upon the project, such as a research paper, that shows the student's engagement with the content.

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No
Other ~~No~~ Yes
Other Learning Materials

1. **Other**
   Texts and materials will be selected with both instructor and student input depending on the project. Instructors will suggest or assign readings from a variety of perspectives.

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes
Originator ~~Ott, Jim~~ Nash, Martin
Origination Date
~~10~~ 09 / ~~05~~ 28 / ~~2020~~ 2024

Parent Course

ENG 29 - Independent Study, English

No Previous Course

Entry of Special Dates

- CC Approval

  ~~10/16/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date ~~08/15/2018~~

10/12/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for English 29
Independent Study, English
Effective: Fall 2025

Catalog Description:

ENG 29 - Independent Study, English
0.50 - 2.00 Units

Supervised study in the area of English. Students interested in registering for an Independent Studies course should contact a full/part-time instructor or dean associated with the English department.

Course Grading: Optional

Lecture Hours	9 - 36
Inside of Class Hours	9 - 36
Outside of Class Hours	18 - 72

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. Develop a project associated with English to enhance skills or deepen knowledge
B. Complete the project according to established standards in area of study or in the field
C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

1. Develop skills and knowledge that reinforce, or expand upon, English concepts
    1. Discuss how English concepts are rooted in Eurocentric systems that are inherently biased
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to English

Methods of Instruction:

1. Independent Study
2. Projects - As noted in the Independent study form
3. Demonstration - As noted in the Independent study form
4. Discussion - With instructor
5. Written Exercises - As noted in the Independent study form
6. Classroom Activity - Work with faculty member to develop necessary skills to fulfill independent study

Typical Assignments

A. Reading:
    1. Identification of a research project may include extensive reading.
B. Writing:
    1. Identification of a topic related to independent study class may include a paper or other report.

Methods of Evaluating Student Progress

A. Oral Presentation
    1. Not required but potentially in lieu of a final paper to present research findings
B. Papers
    1. Minimum of one per semester (if not in the form of a final paper then for some other purpose such as a detailed proposal or annotated bibliography during the semester)
C. Research Projects
    1. One per semester

Student Learning Outcomes

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

A. Outcome to be determined by the instructor and student

Textbooks (Typical):

Other Learning Materials:

1. Texts and materials will be selected with both instructor and student input depending on the project. Instructors will suggest or assign readings from a variety of perspectives..

Other Materials Required of Students

Other Materials Required of Students:

1. As needed to support independent study project and activities.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ENG 44 - Literature of the American West

Course Modification: ENG 44 - Literature of the American West (Launched - Implemented 11-04-2024)
compared with
ENG 44 - Literature of the American West (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Catalog Description
Critical analysis of the cultural and historical experiences of diverse people of the American West as expressed in their literatures, including the novel, short story, poetry, autobiography, memoirs, as-told-to-narratives, film, and secondary works. ~~Exploration~~ Emphasis upon techniques of ~~interrelationships~~ critical ~~among~~ review ~~peoples~~ of and ~~cultures~~ response ~~of~~ to ~~the~~ literary ~~West,~~ works. ~~considering place and community, gender, and ethnicity as given voice in literature.~~ Study of the works of at least three of the following groups: Black and African Americans ~~,~~ ; Asian Americans, Native Hawaiian/Pacific Islander; European Americans, ~~Hispanic~~ Latinx Americans, Native Americans. ~~Emphasis upon techniques~~ Exploration of ~~critical~~ interrelationships ~~review~~ among peoples and cultures of the West, as mediated by place and ~~response~~ community and the flow of people and capital as influenced by technology. Comparison and contrast of the myth of the west to ~~literary~~ the ~~works, including gaining understanding~~ experiences of ~~one's~~ its ~~identity~~ diverse peoples and regions. Some exploration of the myth of the west as ~~a~~ exported ~~Westerner~~ to, consumed by, and ~~an~~ in ~~American~~ turn generated by other countries .
Material fees apply to this course? Yes

Units/Hours

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

Course Objectives

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

1. **Objective Text**
   Explore the interrelationships among peoples and cultures of the West, as mediated by place and community and the flow of people and capital as influenced by technology.
2. **Group Title** Use class discussion and assessments to demonstrate understanding of various cultural and historical perspectives of the American West as reflected in literature written by at least three of

the following groups: Black and African Americans ~~;~~ ; Asian ~~Americans,~~ American and Native Hawaiian/Pacific Islanders; Latinx Americans ~~;~~ ; Native Americans , and European Americans ~~:~~

3. ~~**Group Title** - Read literature of the American West critically, using pre-reading, reading, and post-reading techniques to engage with and process the text.~~
4. ~~**Group Title** - Recognize the various functions of literature (social, historical, personal, and to make cultural commentary and insights) and interpret how they operate in a given literary selection.~~
5. ~~**Group Title** - Recognize and analyze various forms and structures of literary expression~~
6. ~~**Group Title** - Analyze an author's use of literary techniques to develop a theme.~~
7. ~~**Group Title** - Respond to literary works with both objective critical analyses and subjective reactions and reflections~~ .
8. **Group Title** Apply knowledge of shifting racial definitions, formation, identity, and relationships in the American West in various periods and among various groups to the interpretation of literature ~~:~~
9. ~~**Group Title** - Evaluate how national~~ and ~~regional~~ at ~~identity/ies~~ least ~~inform~~ one ~~the~~ other ~~creation~~ form of ~~literature,~~ artistic ~~whether in terms of form or theme~~ expression .
10. **Group Title** Evaluate the tension between individual artistry and resistance to stereotype and/or advancement of a group, whether defined by gender identity, sexual orientation, racial or ethnic group, or ~~a combination of these~~ intersectionality , as well as tensions between "authentic" individual and group expression and assimilation to Anglo-American, male, and/or cisgender literary standards.
11. **Objective Text**
    Describe and evaluate at least one example of the tropes of the American west being explored by artists from other cultures, whether to critique the myth of the
    American west or to explore aspects of their own cultures.
12. **Group Title** Describe, analyze, and assess extra-literary presentations of the American West, whether memoir, nonfiction essay or full-length work, museum exhibit, film, or painting, and relate these to literature.
13. **Group Title** ~~Respond~~ Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.
14. **Group Title** Recognize the various functions of literature (social, historical, personal, and to ~~human~~ make ~~experiences~~ cultural ~~expressed~~ commentary and insights) and interpret how they operate in ~~literature~~ a given literary selection and ~~relate~~ in ~~those~~ different ~~experiences~~ genres.
15. **Group Title** Engage in reading and writing as a process, integrating both to respond to the text in various ways, including at least one ~~1~~ essay.
16. **Group Title** Analyze an author' s ~~own~~ use ~~identity~~ of ~~and~~ literary ~~experience~~ techniques ~~as~~ to ~~Westerner~~ develop ~~or~~ a ~~lack thereof~~ theme .

Methods of Instruction

Check all that apply:

- ~~Discussion~~ Audio-visual Activity
  Comments
  ~~Guided~~ Consideration ~~discussion~~ of at least one extra-literary type of text, which in most cases will be a film. The instructor may also encourage Hypothesis annotation of video or film, especially if the course is delivered online.
- ~~Lecture~~ Classroom Activity
  Comments

1. ~~Explain~~ Discussing

   ~~Small~~ the ~~group~~ texts; ~~activities~~ reporting out on the reading; doing a jigsaw where students study an aspect of the literature of the American west and then teach it to each other; reading aloud; close reading; annotation; identifying text-to-self, text-to-text, text-to-world connections.

2. _ Critique

   ~~Explain~~ **Comments**

   ~~Films,~~ Reading ~~videos,~~ response ~~recordings,~~ that ~~guest~~ critique ~~speakers~~ the text according to instructor guidelines.

3. _ Discussion

   ~~Explain~~ **Comments**

   ~~Reading~~ Discussion of ~~four~~ the readings and extra-literary texts as the whole class or in small groups. At least two full-length works will be assigned , ~~both~~ most ~~fiction~~ likely ~~and nonfiction~~ novels , as well as shorter works which may include stories, poetry, memoirs, autobiography, as-told-to narratives

4. _ Field Trips

   ~~Explain~~ **Comments**

   ~~Writing~~ One field trip. It is recommended that the instructor provide a list of ~~two~~ field ~~3-5~~ trips ~~page~~ that ~~essays~~ can be done online or in person. Examples include Museum on Main, Pleasanton; Oakland Museum of California; Angel Island Immigration Station; Indigenous Peoples Day Celebration and ~~at~~ Pow ~~least~~ Wow, ~~one~~ Berkeley; ~~review~~ Peralta Adobe and Fallon House, San Jose.

5. _ Guest Lecturers

   ~~Explain~~ **Comments**

   ~~Retrospectives~~ Guest ~~of themes from of course~~ lecturers , ~~preferably~~ if ~~of~~ invited, ~~a~~ could ~~finite~~ include ~~number~~ local ~~of weeks~~ authors or ~~of a course "unit"~~ historians.

6. _ Lecture

   ~~Explain~~ **Comments**

   ~~In~~ Mini - ~~class~~ lectures ~~writing~~ on the history of the American west , ~~whether~~ particular ~~informal~~ critical approaches in the field, or ~~more~~ on ~~focused,~~ particular ~~as~~ authors ~~in~~ shall ~~a~~ provide ~~midterm~~ context ~~or~~ for ~~final~~ students' ~~short answer or essay question response~~ reading.

7. _ Research

   ~~Explain~~ **Comments**

   ~~Frequent~~ One ~~focused~~ option is to assign a small individual or group project to present to the class. Possible topics might include Chinese immigration, the Chinese exclusion act, and literary treatments of both; the complicated legacy of John Muir; Black cowboys in the west; curanderismo; the myth of the American west in Europe; the Carlisle Indian School; Traditional Ecological Knowledge (TEK); women cross-dressing as men when migrating west.

8. _ Written Exercises

   Comments _

   Writing of at least one 3-5-page essay; shorter reading responses like film reviews; journal entries; retrospectives of course themes or units; or critiques. Option of essay exam or in-class presentation for final exam.

Equity Based Curriculum

- Typical Texts
  Address
  The list of typical texts is intentionally diverse. Its focus is on American cultures but also includes recommended texts from queer writers and religious minorities.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

    1. ~~Class activities:~~

        1. ~~Guided discussion:~~

            1. ~~Using reading log for today's reading, share passages that intrigued you and discuss what makes them so engaging~~
            2. ~~Using Leslie Marmon Silko's "Language and Literature from a Pueblo Indian Perspective" and your text annotations, discuss the Native American relationship to language and storytelling as reflected in N. Scott Momaday's "The Priest of the Sun," from House Made of Dawn~~

        2. ~~In-class writing:~~

            1. ~~Write an in-class response comparing the "hired girls" to the native-born Americans in Willa Cather's My Antonia~~
            2. ~~Write an in-class response to the class speaker's presentation of her culture and her personal experience as a Native American, comparing it to Native American stereotypes or misconceptions you are familiar with~~

        3. ~~Small group activities:~~

1. ~~Deliver an oral presentation on a cultural or historical aspect of the American West—curanderos, Japanese internment, cowboy poetry, the railroad—that you and your group have researched~~

2. ~~Discuss an extra-literary text that you and a fellow student are both reviewing, assessing its most important ideas and relating it to what the class has already read~~

4. ~~Reading:~~

1. Read Jack London's "All Gold Canyon," paying special attention to how nature is treated in each of these stories as you make textual annotations

2. Read The Life and Adventures of Nat Love, Better Known in the Cattle Country as "Deadwood Dick" and do some Internet research on this story and on black cowboys, making brief handwritten notes on what you find (and avoiding plagiarism). Be prepared to discuss the role of African Americans in the West and how the debate over the veracity of his "true story" does or does not impact your reading of his tale

3. Visit the Oakland Museum's California History room and take notes on its presentation of vaquero, farming, and religious cultures of the Southwest. Decide whether its presentation confirms, contradicts, or largely avoids the type of presentation of those cultures in Rudolfo Anaya's Bless Me, Ultima

5.

2. **Assignment Type** Writing :
Add Assignment

1. Write an essay-length analysis of the delineation of Chinese immigrant characters in Bret Harte's "The Heathen Chinee," Wallace Stegner's "The Chink," and Maxine Hong Kingston's China Men

2. Write a book review of William Kittredge's Who Owns the West?

3. Write a retrospective reflecting on the themes of the first four weeks of class and connecting them to the readings and to your life as a Westerner

4. Write a reading log summarizing and responding to "The Grandfather of the Sierra Nevada Mountains" chapter in Maxine Hong Kingston's China Men

5. In preparation for your group's oral presentation on Japanese internment, read the primary and secondary sources your group has identified and write an annotated bibliography of your sources. Be sure to use correct MLA style

3. **Assignment Type** Other
   Add Assignment

    1. Guided discussion:

        1. Using reading log for today's reading, share passages that intrigued you and discuss what makes them so engaging

        2. Using Leslie Marmon Silko's "Language and Literature from a Pueblo Indian Perspective" and your text annotations, discuss the Native American relationship to language and storytelling as reflected in N. Scott Momaday's "The Priest of the Sun," from House Made of Dawn

    2. In-class writing:

        1. Write an in-class response comparing the "hired girls" to the native-born Americans in Willa Cather's My Antonia

        2. Write an in-class response to the class speaker's presentation of her culture and her personal experience as a Native American, comparing it to Native American stereotypes or misconceptions you are familiar with

    3. Small group activities:

        1. Deliver an oral presentation on a cultural or historical aspect of the American West—curanderos, Japanese internment, cowboy poetry, the railroad—that you and your group have researched

        2. Discuss an extra-literary text that you and a fellow student are both reviewing, assessing its most important ideas and relating it to what the class has already read

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of English 44, the student will be able to analyze~~ Analyze an author's use of literary techniques to develop a theme.

2. **Outcome Text**
   ~~Upon completion of English 44, the student will be able to appreciate~~ Appreciate how individuals from different racial groupings, and different classes and genders
   within those groupings, contributed to the fabric of American Western culture through their individual action and interaction.
3. **Outcome Text**
   ~~Upon completion of English 44, the student will be able to describe~~ Describe literary aspects of American Western narrative, including narrative style, character, dialogue, figurative language, and the use of landscape, among others.
4. **Outcome Text**
   ~~Upon completion of English 44, the student will be able to recognize~~ Recognize , appreciate, and compare the similarities and differences between authors,
   characters, and self that stem from historical era and cultural tradition.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Subject ~~ENG~~ ENGL (English)
   Requisite Course ~~ENG~~ ENGL ~~1A~~ C1000 - ~~Critical~~ Academic Reading and ~~Composition~~ Writing (~~Historical~~ Launched)
   Comments
   Requisite Validation ~~Content~~ UC ~~Review~~ TCA Requirement
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Summarize a thesis and main points;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Analyze main ideas;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Evaluate the validity and logic of the text's reasoning and support;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Create a coherent position or argument based on reading;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Write multiple-paragraph papers that:~~
     ~~**Degree of Importance** - Required~~
   - ~~- Accurately and appropriately respond to a given assignment;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Develop a relevant, focused thesis;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Are well-organized and coherently move from coordinating to subordinating points;~~

~~**Degree of Importance** - Recommended~~

- ~~- Are well-developed with sufficient and relevant evidence;~~
  ~~**Degree of Importance** - Required~~
- ~~- Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~
  ~~**Degree of Importance** - Required~~
- ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use standard American English correctly;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Recommended~~

Catalog View **Prerequisite:** ~~ENG~~ ENGL ~~1A~~ C1000 with a minimum grade of C .

Distance Education

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

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

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

supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.

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

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

It's important to offer students more flexibility, as described in the original DE rationale. Since that time, the English department has noticed that our literature courses are filling more reliably when at least one of them is offered online. An additional reason for online delivery is that the course could be offered as part of a "study away" option, where travel study to one area of the American west or a tour of important locales in the American west could enhance the delivery of the content and achievement of the measurable objectives. Since the mythology of the west is a global phenomenon, it might even be interesting to offer the course in another country with an investment in that mythology, whether Mongolia or Italy.

Accessibility

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

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

Syllabus

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

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

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

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

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

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

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly. The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Weekly. The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  As needed, typically monthly. Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, and exam schedules.

Student-Student Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Daily. Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. For example, students might hazard some interpretations of Rainsford Chan's dreams in Homebase or discuss the characters in My Antonia as Western archetypes.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  As needed if assigned. Typically once per semester. Students may work together on a group project using Groups, which enables email communication, chatroom collaboration, and file sharing. For example, students may work on a group research project on black cowboys or European immigration and migration to the West or the concept of Aztlan.

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Daily. Students will use the DB to engage with the reading in variety of ways, whether by doing an online dialogic journal, posting answers to post-reading questions, or posting a summary or journal response to a text. For example, students may answer post-reading questions about Maxine Hong Kingston's China Men. They will interact with other students by providing feedback on each other's answers.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Exam typically once per semester. Quizzes weekly. Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes may or may not be "open-book", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with

supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, mini-lectures might be posted on the topics of the oral tradition in Native cultures, American realism and naturalism, assimilation and the "double consciousness," common myths of the West, immigration and migration, the concept of the frontier, etc. PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes.

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Textbook

1. **Author(s)** C Pam Zhang
   Title How Much of These Hills is Gold
   Publisher Virago
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
2. **Author(s)** Diana Fuss, Ed.
   Title Wilderness Tales: Forty Stories of the North American Wild
   Publisher Penguin Random House
   Year 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
3. **Author(s)** Jack London
   Title To Build a Fire and Other Favorite Stories
   Edition Dover Thrift
   Publisher Dover
   Year 2008
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Jack London's short stories are classics of realism and naturalism and of the American West.
   Or Equivalent Yes
4. **Author(s)** Kristiana Kahakauwila
   Title This Is Paradise: Stories
   Publisher Hogarth
   Year 2013
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   This collection of short stories provides an opportunity to understand modern Hawaiians in terms of their indigenous culture, the legacy of colonialism, and their rich inner lives.
5. **Author(s)** Terry Tempest Williams
   Title Refuge: An Unnatural History of Family and Place
   Publisher Vintage
   Year 1992

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
This book is considered a classic of the American west.
Or Equivalent Yes

6. **Author(s)** Alexie, Sherman,
Title Reservation Blues
Publisher Warner Books
Year 1996
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~

7. **Author(s)** Anaya, Rudolfo,
Title Bless Me, Ultima
Publisher Warner Books
Year 1994
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~

8. **Author(s)** Cather, Willa,
Title My Ántonia
~~Edition~~
Publisher Broadview Press
Year 2003
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~
~~Or Equivalent~~ ~~No~~

9. **Author(s)** Doig, Ivan,
Title This House of Sky
Publisher Harcourt Brace
Year 1987
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~

10. **Author(s)** Kingsolver, Barbara,
Title Animal Dreams
Publisher Harper Collins
Year 1991
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
-
~~Or Equivalent~~ ~~No~~

11. **Author(s)** Kingston, Maxine Hong,
Title China Men
Publisher Vintage
Year 1989
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

12. **Author(s)** Lyons, Greg, ed.,
Title Literature of the American West
Publisher Longman

Year 2002

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

13. **Author(s)** Watts, Edward and David Rachels, eds., Edward Watts, David Rachels
    Title The First West: Writing from the American Frontier, 1776-1860
    Publisher Oxford UP
    Year 2002
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
14. **Author(s)** Work, James C.,
    Title Prose and Poetry of the American West
    Publisher U of Nebraska Press
    Year 1991
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
15. **Author(s)** Ana Castillo
    Title The Mixquiahuala Letters
    Publisher Anchor
    Year 1992
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    Chicana and transnational perspectives on literature of the American west.
16. **Author(s)** Mark Twain
    Title Roughing It
    Edition
    Publisher Signet
    Year 2008
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    Mark Twain is iconic author of the American West.
17. **Author(s)** Shawn Wong
    Title Homebase
    Edition
    Publisher U of Washington P
    ISBN-13
    Year 1979
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    Themes of immigration, ethnicity, assimilation, Chinese experience, myths of West.
    Or Equivalent No
18. **Author(s)** Ella Deloria
    Title Waterlily
    Edition
    Publisher Bison
    ISBN-13
    Year 2013
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    Or Equivalent No

19. **Author(s)** Nicolas S., ed Witschi
Title A Companion to the Literature and Culture of the American West
Edition
Publisher Wiley-Blackwell
ISBN-13
Year 2014
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No
20. **Author(s)** Nina Baym
Title Women Writers of the American West, 1833-1927
Edition
Publisher University of Illinois Press
ISBN-13
Year 2011
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No
21. **Author(s)** Stephen, ed Frye
Title Cambridge Companion to the Literature of the American West
Edition 1
Publisher Cambridge UP
ISBN-13
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

OER

1. **Author(s)** E. J. Guerin
Title Mountain Charley; or, The Adventures of Mrs. E. J. Guerin, Who Was Thirteen Years in Male Attire
Edition
Publisher Dubuque
URL chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://transreads.org/wp-content/uploads/2022/02/2022-02-04_61fd94bca5f2a_MountainCharley.pdf
Year 1861
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
Memoir published in 1861 of a woman who lived as a man for thirteen years.
Or Equivalent No
2. **Author(s)** Nat Love
Title The Life and Adventures of Nat Love
Edition
Publisher Project Gutenberg
URL https://www.gutenberg.org/files/21634/21634-h/21634-h.htm
Year 1907
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3B - Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date
10/ ~~29~~ 23 / ~~2018~~ 2024

Parent Course
ENG 44 - Literature of the American West
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/15/2019~~
- State Approval
  ~~01/28/2019~~
- CC Approval
  ~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date
~~08/15/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for English 44
Literature of the American West
Effective: Fall 2025

Catalog Description:

ENG 44 - Literature of the American West
3.00 Units

Critical analysis of the cultural and historical experiences of diverse people of the American West as expressed in their literatures, including the novel, short story, poetry, autobiography, memoirs, as-told-to-narratives, film, and secondary works. Emphasis upon techniques of critical review of and response to literary works. Study of the works of at least three of the following groups: Black and African Americans; Asian Americans, Native Hawaiian/Pacific Islander; European Americans, Latinx Americans, Native Americans. Exploration of interrelationships among peoples and cultures of the West, as mediated by place and community and the flow of people and capital as influenced by technology. Comparison and contrast of the myth of the west to the experiences of its diverse peoples and regions. Some exploration of the myth of the west as exported to, consumed by, and in turn generated by other countries.

Prerequisite: ENGL C1000 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. Explore the interrelationships among peoples and cultures of the West, as mediated by place and community and the flow of people and capital as influenced by technology.

B. Use class discussion and assessments to demonstrate understanding of various cultural and historical perspectives of the American West as reflected in literature written by at least three of the following groups: Black and African Americans; Asian American and Native Hawaiian/Pacific Islanders; Latinx Americans; Native Americans, and European Americans.
C. Apply knowledge of shifting racial definitions, formation, identity, and relationships in the American West in various periods and among various groups to the interpretation of literature and at least one other form of artistic expression.
D. Evaluate the tension between individual artistry and resistance to stereotype and/or advancement of a group, whether defined by gender identity, sexual orientation, racial or ethnic group, or intersectionality, as well as tensions between "authentic" individual and group expression and assimilation to Anglo-American, male, and/or cisgender literary standards.
E. Describe and evaluate at least one example of the tropes of the American west being explored by artists from other cultures, whether to critique the myth of the American west or to explore aspects of their own cultures.
F. Describe, analyze, and assess extra-literary presentations of the American West, whether memoir, nonfiction essay or full-length work, museum exhibit, film, or painting, and relate these to literature.
G. Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.
H. Recognize the various functions of literature (social, historical, personal, and to make cultural commentary and insights) and interpret how they operate in a given literary selection and in different genres.
I. Engage in reading and writing as a process, integrating both to respond to the text in various ways, including at least one essay.
J. Analyze an author's use of literary techniques to develop a theme.

Course Content:

1. Reading of literary works that explore the variety of perspectives and experiences of the diverse peoples of the American West and their interrelationships;
2. Examination of the diversity of cultural, ethnic, and gender perspectives in the American West and of American Western histories and landscapes;
3. Study of connections between reading, writing, and thinking about literature;
4. Evaluation of diction, form, and structure of literary works and how these elements of fiction contribute to the writer's purpose;
5. Exploration and assessment of social, cultural, and rhetorical uses of literary works;
6. Writing extensively on literature of the American west, whether in journals, blogs, discussion board postings, essays, or documented research papers.
7. Definition and subsequent practice of appropriate research techniques for obtaining both primary and secondary sources for further study;
8. Reading of selected sources with a mind to using sources to support small "research project" (oral presentation and/or review);
9. Exploration of how race, ethnicity, class, gender, nation, and region impact identity and how those identities can shift based on context.
10. Connection of content and themes to own life as a Westerner or to knowledge of histories and life experiences typical of the American West.

Methods of Instruction:

1. Audio-visual Activity - Consideration of at least one extra-literary type of text, which in most cases will be a film. The instructor may also encourage Hypothesis annotation of video or film, especially if the course is delivered online.
2. Classroom Activity - Discussing the texts; reporting out on the reading; doing a jigsaw where students study an aspect of the literature of the American west and then teach it to each other; reading aloud; close reading; annotation; identifying text-to-self, text-to-text, text-to-world connections.
3. Critique - Reading response that critique the text according to instructor guidelines.
4. Discussion - Discussion of the readings and extra-literary texts as the whole class or in small groups. At least two full-length works will be assigned, most likely novels, as well as shorter works which may include stories, poetry, memoirs, autobiography, as-told-to narratives
5. Field Trips - One field trip. It is recommended that the instructor provide a list of field trips that can be done online or in person. Examples include Museum on Main, Pleasanton; Oakland Museum of California; Angel Island Immigration Station; Indigenous Peoples Day Celebration and Pow Wow, Berkeley; Peralta Adobe and Fallon House, San Jose.
6. Guest Lecturers - Guest lecturers, if invited, could include local authors or historians.
7. Lecture - Mini-lectures on the history of the American west, particular critical approaches in the field, or on particular authors shall provide context for students' reading.
8. Research - One option is to assign a small individual or group project to present to the class. Possible topics might include Chinese immigration, the Chinese exclusion act, and literary treatments of both; the complicated legacy of John Muir; Black cowboys in the west; curanderismo; the myth of the American west in Europe; the Carlisle Indian School; Traditional Ecological Knowledge (TEK); women cross-dressing as men when migrating west.
9. Written Exercises - Writing of at least one 3-5-page essay; shorter reading responses like film reviews; journal entries; retrospectives of course themes or units; or critiques. Option of essay exam or in-class presentation for final exam.
10. Quizzes

Typical Assignments

A. Reading:
    1. Read Jack London’s “All Gold Canyon,” paying special attention to how nature is treated in each of these stories as you make textual annotations
    2. Read The Life and Adventures of Nat Love, Better Known in the Cattle Country as “Deadwood Dick” and do some Internet research on this story and on black cowboys, making brief handwritten notes on what you find (and avoiding plagiarism). Be prepared to discuss the role of African Americans in the West and how the debate over the veracity of his “true story” does or does not impact your reading of his tale
    3. Visit the Oakland Museum’s California History room and take notes on its presentation of vaquero, farming, and religious cultures of the Southwest. Decide whether its presentation confirms, contradicts, or largely avoids the type of presentation of those cultures in Rudolfo Anaya’s Bless Me, Ultima
B. Writing:

1. Write an essay-length analysis of the delineation of Chinese immigrant characters in Bret Harte's "The Heathen Chinee," Wallace Stegner's "The Chink," and Maxine Hong Kingston's China Men
2. Write a book review of William Kittredge's Who Owns the West?
3. Write a retrospective reflecting on the themes of the first four weeks of class and connecting them to the readings and to your life as a Westerner
4. Write a reading log summarizing and responding to "The Grandfather of the Sierra Nevada Mountains" chapter in Maxine Hong Kingston's China Men
5. In preparation for your group's oral presentation on Japanese internment, read the primary and secondary sources your group has identified and write an annotated bibliography of your sources. Be sure to use correct MLA style

C. Other:
    1. Guided discussion:
        1. Using reading log for today's reading, share passages that intrigued you and discuss what makes them so engaging
        2. Using Leslie Marmon Silko's "Language and Literature from a Pueblo Indian Perspective" and your text annotations, discuss the Native American relationship to language and storytelling as reflected in N. Scott Momaday's "The Priest of the Sun," from House Made of Dawn
    2. In-class writing:
        1. Write an in-class response comparing the "hired girls" to the native-born Americans in Willa Cather's My Antonia
        2. Write an in-class response to the class speaker's presentation of her culture and her personal experience as a Native American, comparing it to Native American stereotypes or misconceptions you are familiar with
    3. Small group activities:
        1. Deliver an oral presentation on a cultural or historical aspect of the American West—curanderos, Japanese internment, cowboy poetry, the railroad—that you and your group have researched
        2. Discuss an extra-literary text that you and a fellow student are both reviewing, assessing its most important ideas and relating it to what the class has already read

Methods of Evaluating Student Progress

A. Quizzes
    1. weekly
B. Class Participation
    1. daily
C. Close reading might be evaluated based on: Performance on quizzes Depth and frequency of participation in class discussion Level of detail in textual annotation and post-reading notes Depth and specificity of response to a passage or idea in a text, and significance of connection of that passage or idea to themes of course, in a reading log Command of material presented and demonstration of that material's connection to course themes in group oral presentation Completeness and brevity of summary and sophistication of source assessment in annotated bibliography Writing might be evaluated in various ways, depending on the purpose and context for it: Informal in-class writing might

be evaluated based on comprehensiveness of summary of a text or presentation, depth of reflection on it, general fluency In-class writing for a midterm or final might be evaluated based on depth of reflection on text, mastery of themes of course, synthesized discussion of multiple texts in support of a controlling idea, general fluency and coherence Take-home essays, reviews, and/or retrospectives should be evaluated more rigorously, with more attention to form. In addition, reviews might be evaluated based on comprehensiveness of summary of extra-literary source material, analysis of its components, and assessment of writer/director/artist/curator's "argument" about American West, general fluency and coherence, command of standard written English

Student Learning Outcomes

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

A. Analyze an author's use of literary techniques to develop a theme.
B. Appreciate how individuals from different racial groupings, and different classes and genders within those groupings, contributed to the fabric of American Western culture through their individual action and interaction.
C. Describe literary aspects of American Western narrative, including narrative style, character, dialogue, figurative language, and the use of landscape, among others.
D. Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

OER:

1. E. J. Guerin *Mountain Charley; or, The Adventures of Mrs. E. J. Guerin, Who Was Thirteen Years in Male Attire.*, Dubuque, 1861. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://transreads.org/wp-content/uploads/2022/02/2022-02-04_61fd94bca5f2a_MountainCharley.pdf.
2. Nat Love *The Life and Adventures of Nat Love.*, Project Gutenberg, 1907. https://www.gutenberg.org/files/21634/21634-h/21634-h.htm.

Textbook:

1. C Pam Zhang *How Much of These Hills is Gold.*, Virago, 2021.
2. Diana Fuss, Ed. *Wilderness Tales: Forty Stories of the North American Wild.*, Penguin Random House, 2023.
3. Jack London *To Build a Fire and Other Favorite Stories.* Dover Thrift ed., Dover, 2008.
4. Kristiana Kahakauwila *This Is Paradise: Stories.*, Hogarth, 2013.
5. Terry Tempest Williams *Refuge: An Unnatural History of Family and Place.*, Vintage, 1992.
6. Alexie, Sherman, *Reservation Blues.*, Warner Books, 1996.
7. Anaya, Rudolfo, *Bless Me, Ultima.*, Warner Books, 1994.
8. Cather, Willa, *My Ántonia.*, Broadview Press, 2003.
9. Doig, Ivan, *This House of Sky.*, Harcourt Brace, 1987.
10. Kingsolver, Barbara, *Animal Dreams.*, Harper Collins, 1991.
11. Kingston, Maxine Hong, *China Men.*, Vintage, 1989.
12. Lyons, Greg, ed., *Literature of the American West.*, Longman, 2002.

13. Watts, Edward and David Rachels, eds., Edward Watts, David Rachels *The First West: Writing from the American Frontier, 1776-1860.*, Oxford UP, 2002.
14. Work, James C., *Prose and Poetry of the American West.*, U of Nebraska Press, 1991.
15. Ana Castillo *The Mixquiahuala Letters.*, Anchor, 1992.
16. Mark Twain *Roughing It.*, Signet, 2008.
17. Shawn Wong *Homebase.*, U of Washington P, 1979.
18. Ella Deloria *Waterlily.*, Bison, 2013.
19. Nicolas S., ed Witschi *A Companion to the Literature and Culture of the American West.*, Wiley-Blackwell, 2014.
20. Nina Baym *Women Writers of the American West, 1833-1927.*, University of Illinois Press, 2011.
21. Stephen, ed Frye *Cambridge Companion to the Literature of the American West.* 1 ed., Cambridge UP, 2016.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ENG 45 - Studies in Fiction

Course Modification: ENG 45 - Studies in Fiction (Launched - Implemented 11-04-2024)
compared with
ENG 45 - Studies in Fiction (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

Course Content

Lecture Content

1. Reading and analysis of short fiction, with attention to characterization, plot, point of view, imagery, symbolism, and theme
2. Reading and analysis of at least two novels, with attention to characterization, structure, point of view, imagery, symbolism, and theme
3. Instruction and practice writing responses to fiction
4. Cultural and literary context of works studied
5. Connections between writers' lives and writers' works
6. Application of various critical approaches to works studied, including historical, formalist, ethnic, feminist, Marxist, deconstructionist, and other approaches as applicable.

Methods of Instruction

Check all that apply:

- Field Trips

- Guest Lecturers
  Comments
  when appropriate
- Lecture
  Comments
  Lecture on elements of fiction, authors, and literary criticism
- Projects
  Comments
  Individual and/or Group Projects
- Research
  Comments
  Films providing historical, biographical background

Other ~~Yes~~ No

Equity Based Curriculum

- Assignments
  Address
  Students will critically read texts and materials from a variety of academic and cultural contexts. In their writing, they will explore language beyond edited American English, including Englishes informed by their own positionality and code-meshed Englishes.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading:~~

      1. Read Edgar Allen Poe's "The Masque of the Red Death," and come to class with three questions for class discussion.

      2. Find and read a critical essay on Poe's story, summarize it for the class, and discuss whether you agree with the critic's analysis.

      3. Students will critically read texts and materials from a variety of academic and cultural contexts.

2. **Assignment Type** Project

Add Assignment

1. Collaborative Presentations:

    1. The England of Jane Austen
    2. Post Civil War America in Toni Morrison's Beloved.

2. Individual Presentations:

    1. Psychiatric hospitals in the time of One Flew over the Cuckoo's Nest
    2. Sexual Politics in Margaret Atwood's The Handmaid's Tale.
    3. Uprooting of African-American communities, connecting this process to Morrison's Sula.
    4. 19th century dining customs, connecting them to Dickens' Great Expectations.

3. **Assignment Type** Writing
   Add Assignment

    1. Writing, listening, problem-solving, critical thinking:

        1. Write a short essay connecting the estates in Jane Austen's novels with the principles of neoclassicism.
        2. Working in a small group, find a passage from the text that you agree reveals the most about one character, and explain the passage to the class.
        3. Write a three to four page essay exploring Andre Dubus's House of Sand and Fog as a portrait of economic and ethnic stressors in urban America.

4. **Assignment Type** Other
   Add Assignment

    1. Students will explore language beyond edited American English, including Englishes informed by their own positionality and code-meshed Englishes.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of English 45, the student will be able to analyze~~ Analyze an author's use of literary techniques to develop a theme.
2. **Outcome Text**
   ~~Upon completion of English 45, the student will be able to demonstrate~~ Demonstrate familiarity with the structure of the works studied and discuss the works using
   _ appropriate literary terms such as metaphor, plot, point of view, and character development.
3. **Outcome Text**
   ~~Upon completion of English 45, the student will be able to recognize~~ Recognize , appreciate, and compare the similarities and differences between authors,
   _ characters, and self that stem from historical era and cultural tradition.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Subject ~~ENG~~ ENGL (English)
   Requisite Course ~~ENG~~ ENGL ~~1A~~ C1000 - ~~Critical~~ Academic Reading and ~~Composition~~ Writing (~~Historical~~ Launched)
   Comments
   Requisite Validation ~~Content~~ UC ~~Review~~ TCA Requirement
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
     ~~**Degree of Importance** - Required~~
   - ~~- Summarize a thesis and main points;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Analyze main ideas;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Evaluate the validity and logic of the text's reasoning and support;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Create a coherent position or argument based on reading;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Write multiple-paragraph papers that:~~
     ~~**Degree of Importance** - Required~~
   - ~~- Accurately and appropriately respond to a given assignment;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Develop a relevant, focused thesis;~~
     ~~**Degree of Importance** - Required~~

- ~~- Are well-organized and coherently move from coordinating to subordinating points;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Are well-developed with sufficient and relevant evidence;~~
  ~~**Degree of Importance** - Required~~
- ~~- Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~
  ~~**Degree of Importance** - Required~~
- ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use standard American English correctly;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Required~~

Catalog View **Prerequisite:** ~~ENG~~ ENGL ~~1A~~ C1000 with a minimum grade of C .

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  1-2 per semester
- Quizzes
  Frequency
  weekly
- Papers
  Frequency
  minimum of one per semester
- Class Participation
  Frequency
  daily
- Home Work
  Frequency
  daily

Other ~~Yes~~ No

Please Explain

~~Essays~~
~~Typical questions: in-class essays and take-home essays (take-home essays evaluated somewhat more rigorously):~~
~~Compare and contrast Darcy's two proposals to Elizabeth in Pride and Prejudice, focusing on setting, language, and outcome.~~
~~Discuss the importance and effects of Shelley's use of multiple narrators in Frankenstein.~~

~~Typical questions: short-answer essay questions~~
~~List the characteristics of romanticism that appear in Jane Eyre.~~
~~Choose one line from the text and briefly explain its significance.~~

~~Ungraded reading logs, assessed for student comprehension and beginnings of analysis~~
~~Record your thoughts and responses to this week's reading.~~
~~Based on this week's reading, develop three questions for class discussion.~~

Distance Education

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

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

delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

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

This course should be offered online to provide students with more flexibility.

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

~~This course should be offered online to provide students with more flexibility.~~ The department has been offering composition courses online for some time and has decided to make it possible for literature courses to be offered online as well. We had a successful offering of English 32 online last summer, and we hope to offer 45 online in the summer at some point.

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

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

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

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

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

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

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly. The instructor will initiate interaction with students to determine that they are accessing and comp rehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Weekly. The instructor will regularly participate in discussions that deal
  with academic content, will constantly provide substantive
  feedback, and will facilitate all of the discussions. For example,
  the instructor will monitor all the discussions and give 5-10
  individual responses to discussion posts per week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Weekly. The instructor will provide regular substantive, academic
  feedback to students on assignments and other assessments.
  Students will know why they deserved the grade they received
  and what they can do to improve. For writing assignments and
  assessments, the instructor will utilize grading rubrics. Example assignment: Write an essay exploring how gothic vampire tales and retellings of more traditional fairy stories demonstrate the in between position of the Anglo-Irish artist and community in the years leading up to the Irish revolution and establishment of the Free State. As you write your draft and review and revise it with the help of your fellow students, keep the provided grading rubric in mind.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency

As needed, typically weekly or monthly. Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  As needed, typically at least once per semester. The instructor may use webconferencing to interact with students in real-time. ~~The instructor may use webconferencing to conduct virtual office hours or to meet with groups to introduce a group project or review a group project draft.~~

Student-Student Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Daily or weekly. Class Discussion Board - Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to others' postings. Example Assignment POST: After reading ZZ Packer's short story "Our Lady of Peace," discuss how Packer uses characterization, plot, point of view, imagery, or symbolism to achieve her main intention. In your discussion: Clarify which element of fiction you are analyzing, and back your ideas with at least two direct quotations from the story. REPLY: You will not be allowed to reply until you have submitted a post. Reply to 2 posts. (NO more than two replies to each post.) In your reply: 1: Discuss any similarities or differences in your analyses, and 2: Draw connections to other students' analyses of that same element of fiction.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  Monthly. Students will complete a peer-editing assignment. They will edit two other students' essay drafts and give feedback by answering questions provided by the instructor. Example Assignment: The prompt for your essay asks you to think about what makes a writer and ~~his or her~~ their work "American." For today's peer review exercise, you will work with your partners to review a model paragraph and confer with each other to discuss what improvements you could make to help your body paragraphs emulate that model. The model paragraph supports the following thesis: Díaz's story "Drown" reads like a story focused on isolation rather than a story whose character is part of any larger identity, let alone an American one. However, Díaz's story is quintessentially American for being immersed in its main character's inbetweenness.

Student-Content Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  As needed, typically minimum of two per semester. Papers will be written on various topics. Prior to students submitting
  their work, papers will be checked by an anti-plagiarism service to
  ensure that no plagiarism is involved. Students should be very careful to provide in-text citations for directly quoted material and paraphrased ideas expressed by the narrator; plot summary does not need to be cited unless the student chooses to do so as a courtesy to the reader.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Monthly. Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes may or may not be "open-book," but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting. Example quiz question from The Road: What is significant about the house the father and son find at the beginning of the story? A. It has food in it B. It has someone alive in it C. It's where the father grew up D. It's a house from a TV show E. It's where the typewriter was invented
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, a mini-lecture might be posted on the topic of the elements of fiction, including characterization, plot, point of view, imagery, symbolism, and theme. PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes.

Textbooks/Materials

Textbook

1. **Author(s)** ~~Sara~~ Bill ~~Levine~~ Henderson , ~~Don LePan, Marjorie Mather, eds~~ Ed.

Title The ~~Broadview~~ Pushcart ~~Anthology~~ Prize XLVIII: Best of ~~Short~~ the ~~Fiction~~ Small Presses 2024
Edition ~~3rd~~
Publisher ~~Broadview~~ Pushcart Press
Year ~~2013~~ 2023

2. **Author(s)** ~~Laura, ed Furman~~
~~**Title** - The O. Henry Prize Stories 2013~~
~~**Publisher** - Anchor~~
~~**Year** - 2013~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
3. ~~**Author(s)** - Alvarez,~~ Julia ~~;~~ Alvarez ~~Julia~~
Title How the Garcia Girls Lost Their Accents
Publisher Algonquin Books
Year 2010
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
- Classic text
4. **Author(s)** ~~Dubus III, Andre,~~ Andre Dubus III
Title House of Sand and Fog
Publisher W.W. Norton & Company
Year 2011
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
- classic text
5. **Author(s)** ~~Hemingway, Ernest,~~ Ernest Hemingway
Title For Whom the Bell Tolls
Publisher Scribner
Year 1995
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
~~This~~ Classic ~~is a classic work of fiction. This is the most recent published edition.~~ text
6. **Author(s)** ~~Morrison, Toni,~~ Toni Morrison
Title Sula
Publisher Vintage
Year 2004
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
~~This~~ Classic ~~is a classic work of fiction. This is the most recent published edition.~~ text
7. **Author(s)** ~~Austen, Jane,~~ Jane Austen
Title Pride and Prejudice
Publisher Tribeca Books
Year 2014
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
- Classic text
8. **Author(s)** ~~T.~~ Lauren ~~C~~ Groff, Ed ., ~~ed~~ Pitilor, ~~Boyle~~ Heidi, Ed.
Title The Best American Short Stories ~~2015~~
~~**Edition** -~~ 2024
Publisher Mariner Books
Year ~~2013~~

~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~ -
~~One of the best "Best American Short Stories" of the past 10 years.~~

9. ~~**Author(s)**~~ - ~~Kelly J., ed Mays~~
   ~~**Title**~~ - ~~The Norton Introduction to Literature~~
   ~~**Edition**~~ - ~~11th~~
   ~~**Publisher**~~ - ~~W.W. Norton & Company~~
   ~~**Year**~~ - ~~2013~~ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
10. **Author(s)** ~~Michael~~ Kelly ~~Meyer~~ J. Mays, ed.
    Title The ~~Bedford~~ Norton Introduction to Literature ~~: Reading, Thinking, Writing~~
    Edition ~~10th~~ 12th
    Publisher ~~Bedford/St~~ W.W . ~~Martin's~~
    ~~**ISBN-13**~~ Norton & Company
    Year ~~2013~~ 2021
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    ~~**Or Equivalent**~~ - ~~No~~
11. **Author(s)** Mohsin Hamid
    Title Exit West
    Edition 1
    Publisher Riverhead Books
    ~~**ISBN-13**~~ -
    Year ~~2017~~ 2018
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    Most recent edition
    ~~**Or Equivalent**~~ - ~~No~~

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3B - Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Eagan, Catherine~~ Nash, Martin

Origination Date

10/ ~~29~~ 03 / ~~2018~~ 2024

Parent Course

ENG 45 - Studies in Fiction

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/24/2019~~

- CC Approval

  ~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for English 45
Studies in Fiction
Effective: Fall 2025

Catalog Description:

ENG 45 - Studies in Fiction
3.00 Units

Form, development, and cultural insights of the novel and short story; exploration of particular themes or periods as reflected in works of fiction.

Prerequisite: ENGL C1000 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. Employ a variety of techniques and methods used by authors of fiction
B. Critique the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development
C. Explain the works studied in relation to and as expressions of cultural and historical influences
D. Identify and explain common topics and themes in diverse works of fiction
E. Analyze and evaluate critical responses to the works studied
F. Bring various critical approaches to bear on the interpretation of fiction in take-home and in-class written work
G. Analyze an author's use of literary techniques to develop a theme

Course Content:

1. Reading and analysis of short fiction, with attention to characterization, plot, point of view, imagery, symbolism, and theme
2. Reading and analysis of at least two novels, with attention to characterization, structure, point of view, imagery, symbolism, and theme
3. Instruction and practice writing responses to fiction
4. Cultural and literary context of works studied
5. Connections between writers' lives and writers' works
6. Application of various critical approaches to works studied, including historical, formalist, ethnic, feminist, Marxist, deconstructionist, and other approaches as applicable.

Methods of Instruction:

1. Discussion - Small group discussion and collaborative presentations
2. Lecture - Lecture on elements of fiction, authors, and literary criticism
3. Guest Lecturers - when appropriate
4. Projects - Individual and/or Group Projects
5. Field Trips - when appropriate
6. Research - Films providing historical, biographical background

Typical Assignments

A. Reading:
    1. Read Edgar Allen Poe's "The Masque of the Red Death," and come to class with three questions for class discussion.
    2. Find and read a critical essay on Poe's story, summarize it for the class, and discuss whether you agree with the critic's analysis.
    3. Students will critically read texts and materials from a variety of academic and cultural contexts.
B. Project:
    1. Collaborative Presentations:
        1. The England of Jane Austen
        2. Post Civil War America in Toni Morrison's Beloved.
    2. Individual Presentations:
        1. Psychiatric hospitals in the time of One Flew over the Cuckoo's Nest
        2. Sexual Politics in Margaret Atwood's The Handmaid's Tale.
        3. Uprooting of African-American communities, connecting this process to Morrison's Sula.
        4. 19th century dining customs, connecting them to Dickens' Great Expectations.
C. Writing:
    1. Writing, listening, problem-solving, critical thinking:
    2. Write a short essay connecting the estates in Jane Austen's novels with the principles of neoclassicism.
    3. Working in a small group, find a passage from the text that you agree reveals the most about one character, and explain the passage to the class.

4. Write a three to four page essay exploring Andre Dubus's House of Sand and Fog as a portrait of economic and ethnic stressors in urban America.

D. Other:
   1. Students will explore language beyond edited American English, including Englishes informed by their own positionality and code-meshed Englishes.

Methods of Evaluating Student Progress

A. Exams/Tests
   1. 1-2 per semester
B. Quizzes
   1. weekly
C. Papers
   1. minimum of one per semester
D. Home Work
   1. daily
E. Class Participation
   1. daily

Student Learning Outcomes

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

A. Analyze an author's use of literary techniques to develop a theme.
B. Demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development.
C. Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:

1. Bill Henderson, Ed. *The Pushcart Prize XLVIII: Best of the Small Presses 2024.*, Pushcart Press, 2023.
2. Julia Alvarez *How the Garcia Girls Lost Their Accents.*, Algonquin Books, 2010.
3. Andre Dubus III *House of Sand and Fog.*, W.W. Norton & Company, 2011.
4. Ernest Hemingway *For Whom the Bell Tolls.*, Scribner, 1995.
5. Toni Morrison *Sula.*, Vintage, 2004.
6. Jane Austen *Pride and Prejudice.*, Tribeca Books, 2014.
7. Lauren Groff, Ed., Pitilor, Heidi, Ed. *The Best American Short Stories 2024.*, Mariner Books, 2024.
8. Kelly J. Mays, ed. *The Norton Introduction to Literature.* 12th ed., W.W. Norton & Company, 2021.
9. Mohsin Hamid *Exit West.* 1 ed., Riverhead Books, 2018.

LAS POSITAS COLLEGE

Course Outline for Engineering 1
Introduction to Engineering
Effective: Fall 2025

Catalog Description:

ENGR 1 - Introduction to Engineering
2.00 Units

Introduction to careers, activities, and topics related to the field of engineering, including computer applications to design and problem solving.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

Discipline:

Engineering

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 a basic knowledge of the different engineering branches;
B. Understand how engineering branches and engineering functions differ;
C. Demonstrate by discussing and writing what is expected of engineers;
D. Identify the 5 basic steps in engineering design, and apply them in developing a solution to a design project assignment;
E. Explain the procedural steps, and benefits, involved in obtaining a professional engineering license;
F. Develop, edit and proofread a professional resume;
G. Investigate internet-based content related to the engineering major and the engineering profession;
H. Define and discuss ethics in engineering;

I. Develop software spreadsheet skills, using Microsoft Excel, used in computer programming type applications.

Course Content:

1. Engineering and engineers in society
2. Engineering Discipline Review
    1. What school is best for you and why
    2. History of Las Positas College engineering transfer students
    3. Identify resources and support services to assist in transfer
3. Engineering Branches
    1. Mechanical engineering
    2. Civil and Environmental engineering
    3. Electrical and Electronic engineering
    4. Computer science
    5. Materials engineering
    6. Chemical engineering
    7. Industrial engineering
    8. Aeronautical engineering
4. Interviewing a working engineer
5. Writing a professional resume
    1. Resume writing techniques
    2. Interviewing issues
6. Engineering functions
7. Engineering design / design project
    1. The 5 steps involved in engineering design
8. Professional Engineer licensing requirements
    1. Education and work experience requirements
    2. The two main types of licensing examinations
    3. What a license allows an engineer to do
9. Ethics in engineering
    1. Why necessary
    2. Respect and credibility
10. Intellectual Property
11. Use of Microsoft Excel software in solving engineering-related problems

Methods of Instruction:

1. Projects - Hands-on engineering design projects
2. Written Exercises - Writing an interview summary
3. Written Exercises - Writing and editing a professional resume
4. Lecture - Powerpoint lectures on a variety of subjects
5. Demonstration - Build an audio speaker project
6. Written Exercises - Written textbook reading assignments
7. Discussion - Small Group Discussion

8. Guest Lecturers - Local professional engineers
9. Lab - Computer-based MS Excel assignments
10. Lab - Introduction to Solidworks CAD software

Typical Assignments

A. Other:
    1. Homework
        1. Reading assignments from textbooks
        2. Interview a working engineer
        3. Develop a professional resume, and investigate engineering job openings
        4. Researching engineering statistics online
        5. Interview a working engineer, and write a summary of the interview.
    2. Laboratory assignments
        1. Creating a working transcript using MS Excel software
        2. Creating a parabola graphing program using MS Excel software
    3. Hands-on Design and Building Projects
        1. Review steps involved in the Engineering design process
        2. Table Jumper Design Project
        3. Build an audio speaker project
        4. Build a truss structure project
        5. Construct and troubleshoot an electronics problem involving Arduino technology

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Final Examination
B. Quizzes
    1. 1-2 quizzes
C. Papers
    1. Interview an Engineer
D. Oral Presentation
    1. Oral Reports on design project
E. Projects
    1. Build a truss / Build an Arduino project
F. Group Projects
    1. Table Jumper Design Project
G. Class Participation
    1. In class discussion Participation in group projects
H. Home Work
    1. Reading Assignments Write a Resume Transfer Plan
I. Lab Activities
    1. MS Excel assignments Solidworks assignments

Student Learning Outcomes

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

A. Upon completion of ENGR 1, students will be able to design and build a structure to solve an engineering design problem.
B. Upon completion of ENGR 1, students will be able to identify and differentiate between the different engineering branches.
C. Upon completion of ENGR 1, students will be able to use Microsoft Excel in engineering applications.

Textbooks (Typical):

Textbook:

1. Ray Landis *Studying Engineering: A Road Map to a Rewarding Career.* 5th ed., Discovery Press, 2018.
2. William Oakes, Les Leone *Engineering Your Future: A Comprehensive Introduction to Engineering.* 9th ed., Oxford University Press, 2016.
3. Elizabeth Stephan, David Bowman *Thinking Like An Engineer: An Active Learning Approach.* 4th ed., Pearson, 2017.
4. Saeed Moaveni *Engineering Fundamentals: An Introduction to Engineering.* 6th ed., Cengage Learning, 2019.
5. Jay Brockman *Introduction to Engineering: Modeling and Problem Solving.* 1st ed., John Wiley and Sons, 2009.
6. Gary Martin *Welcome to the Professional World.* 4th ed., Cognella Academic Publishing, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer file storage (e.g., USB drive) .

LAS POSITAS COLLEGE

Course Outline for Engineering 23
Engineering Graphics
Effective: Fall 2025

Catalog Description:

ENGR 23 - Engineering Graphics
3.00 Units

Introduction to the engineering-design process, and to technical graphic communications tools used by engineers. Conceptual design of products. Development of spatial reasoning skills. Orthographic and axonometric projection-drawing techniques. Tolerance analysis for fabrication. Documentation of designs through engineering working drawings. Use SolidWorks Computer-Assisted Drawing software as a design tool. Basic CAD 3-Dimensional solid-modeling.

Recommended Course Preparation: MATH 39 with a minimum grade of C, ENGL C1000 with a minimum grade of C.

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Engineering

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 engineering design process
B. Develop technical sketches
C. Demonstrate use of computer aided drawing (CAD) tools
D. Demonstrate and discuss visualization techniques

E. Apply engineering geometrics
F. Construct graphic construction, e.g., planes, angles, surfaces
G. Construct axonometric projections
H. Construct perspective projections
I. Construct auxiliary views
J. Construct section views
K. Dimension drawings with a basic knowledge of tolerances
L. Describe the fundamental concept of geometric dimensioning and tolerancing (gd&t)
M. Define and explain thread and fastener applications
N. Define and apply working drawings
O. Strengthen ability to analyze spatial relationships
P. Solve three-dimensional problems by descriptive geometry techniques

Course Content:

Lab:

1. Computer Lab Protocol
2. Launching Solidworks software, saving files
3. Computer methods used in constructing solid models using Solidworks software
4. Computer methods used constructing drawing files using Solidworks software.
5. Computer methods used constructing assembly files using Solidworks software.
6. Protocol for uploading completed assignments into Canvas course site.
7. Methods for hard-copy printing of completed assignments

Lecture:

1. Use of traditional drawing tools
    1. Free-hand sketching techniques.
    2. Sketching of isometric ellipses freehand
    3. Center line / Hidden line practice on sketches
2. Design visualization
    1. Sketches
    2. Models
    3. Connection between drawings and objects
3. Developing orthographic projections
    1. One-view drawings
    2. Two-view drawings
    3. Three-view drawings
    4. Technical sketches
    5. Auxiliary views
    6. Sectional views
4. Developing pictorial projections
    1. Isometric projection
    2. Oblique projection
    3. Perspective drawings
5. Dimensions

1. Application to orthographic and axonometric projections
2. Tolerancing
3. Geometrical dimensioning/positioning and tolerancing overview
4. Detail, subassembly and assembly review drawings

6. Working drawings
    1. Detail drawings
    2. Sub-assembly drawings
    3. Assembly drawings
    4. Parts lists
    5. Review actual working drawings
7. Auxiliary Views
    1. True size of planes
    2. True Angle between planes
    3. Secondary auxiliary views
8. Other skills
    1. Engineers Scale use
    2. Metric Scale use
    3. Use of digital calipers
    4. 3D Printing techniques
9. Use of SolidWorks CAD software
    1. Part files
        1. Sketch commands
        2. Sketch planes
        3. Boss/Base Extrusions
        4. Extruded Cuts
        5. Hole Wizard
        6. Smart Dimensioning
        7. Fillets
    2. Drawing files
        1. Use of template files
        2. View placement
        3. Dimensioning and Tolerancing
    3. Assembly files
        1. Part file assemblies
        2. Bill of Materials

Methods of Instruction:

1. Discussion - Review of and discussion about actual engineering drawings and designs 1. Reading from the text and handouts 2. Completion of drawing exercises 3. Group problem solving exercises 4. Homework assignments, i.e., producing drawings and sketches using CAD and/or sketches, and constructing three-dimensional physical models 5. In-class use of drafting tools and computers
2. Lecture - Freehand sketching methods Orthographic Projection Isometric Projection Dimensioning Tolerancing Sectional Views Auxiliary Views Solidworks CAD software
3. Demonstration - Computer demonstration

Typical Assignments

A. Other:
    1. Reading:
        1. Read "Dimensioning and Notes," Chapter 8, Solidworks 2018 and Engineering Graphics, and be prepared to discuss how different dimensioning rules are applied to a drawing.
        2. Read "Feature Design Tree," Chapter 5, Solidworks 2018 and Engineering Graphics, and be prepared to identify the type of information contained with the feature design tree
    2. Practical Exercises:
        1. Watch demonstration and powerpoint on Geometric Dimensioning and Tolerancing in *Solidworks*, and be prepared to demonstrate how to create a position tolerance.
    3. Drawings:
        1. Freehand sketching
        2. Multiview drawings
        3. Dimensioning and Tolerancing
        4. Sectional view drawings
        5. Auxiliary view drawings
        6. Isometric drawings

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Four combination multiple choice and drawing based exams. Frequency of Exams: 2-4 exams per semester
B. Portfolios
    1. Portfolio of all completed drawings during semester. Frequency: 1 portfolio per semester
C. Projects
    1. Assembly drawing projects. Frequency: 1-2 projects per semester. 3D Printing projects
D. Group Projects
    1. Assembly drawing projects. 1-2 projects per semester.
E. Class Participation
    1. Attendance taken every meeting
F. Class Work
    1. In class CAD work In class freehand sketching or work on CAD. Frequency: Every class meeting
G. Home Work
    1. Reading Using Solidworks software on home computer. Frequency: Every week
H. Lab Activities
    1. Solidworks drawings Free hand sketching Frequency: Every class meeting

Student Learning Outcomes

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

A. Construct a solid model within CAD given only information found in orthographic projection.
B. Construct an assembly drawing in SolidWorks.
C. Ceate a drawing using several different geometric dimensions and tolerances.

D. Identify and draw the different types of sectional views.

Textbooks (Typical):

Textbook:

1. Randy Shih *SOLIDWORKS 2018 and Engineering Graphics: An Integrated Approach*. 1st ed., SDC Publications, 2018.
2. David Planchard *Engineering Graphics with Solidworks 2019*. 1st ed., SDC Publications, 2019.
3. Gary Bertoline, Eric Wiebe, Nathan Hartman, William Ross *Technical Graphics Communication*. 4th ed., McGraw Hill, 2008.
4. William Howard, Joseph Musto *Introduction to Solid Modeling using SolidWorks*. 1st ed., McGraw Hill, 2018.
5. James D. Bethune *Engineering Design and Graphics with Solidworks 2019*. 1st ed., Pearson, 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. Drafting pencils, erasers.
2. External data storage device.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ENGR 26 - Computational Methods for Engineers and Scientists

Course Modification: ENGR 26 - Computational Methods for Engineers and Scientists (Launched - Implemented 11-05-2024)
compared with
ENGR 26 - Computational Methods for Engineers and Scientists (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025
Catalog Description
~~Methodology~~ This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problem -solving methods relevant to science and ~~techniques~~ engineering. ~~for~~ It ~~solving~~ introduces ~~engineering/science~~ the ~~problems~~ fundamentals ~~using~~ of ~~numerical-analysis computer-application programs MATLAB~~ procedural and ~~EXCEL.~~ object-oriented ~~Technical~~ programming, ~~computing~~ numerical analysis, and ~~visualization~~ data ~~using MATLAB software~~ structures . Examples and ~~applications~~ assignments in the course are drawn from ~~applied~~ practical ~~mathematics~~ applications in engineering , ~~physical mechanics, electrical circuits, biology, thermal systems, fluid systems~~ physics , and ~~other branches of science and engineering~~ mathematics .
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Software Engineering - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2020
2. **Program** _ Software Engineering - Associate of Science Degree (Active) - Fall 2020
3. **Program** _ Civil/Mechanical Engineering - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2020
4. **Program** _ Civil/Mechanical Engineering - Associate of Science Degree (Active) - Fall 2020

Units/Hours

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

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Course Objectives

Objectives

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

1. **Group Title** Use MATLAB ~~or EXCEL environment~~ to define variables, and perform mathematical operations on vectors, scalars, and matrices
2. **Group Title** Perform ~~using MATLAB or EXCEL~~ statistical analysis of experimental data using MATLAB to determine the mean, median, standard deviation, and other measures that characterize the nature of the data
3. **Group Title** Solve numerically, using MATLAB, ~~linear, second order, constant-coefficient, nonhomogenous~~ ordinary differential equations
4. **Group Title** ~~Assess the solution to transcendental equations, derivatives, integrals, and solutions to ordinary differential equations symbolically using MATLAB~~
5. ~~**Group Title** - Apply, using EXCEL, linear regression analysis to xy data-sets to determine for the best-fit line the: slope, intercept, and correlation-coefficient~~
6. ~~**Group Title** -~~ Draw using MATLAB ~~or EXCEL~~ two-dimensional Cartesian (xy) line-plots with multiple data-sets (multiple lines)
7. **Group Title** ~~Draw~~ Perform mathematical-logic operations using ~~EXCEL qualitative-comparison charts such as Bar-Charts and Column-Charts in two or three dimensions~~ MATLAB
8. **Group Title** ~~Perform,~~ Create ~~using~~ programs ~~MATLAB~~ that use object-oriented techniques to achieve computational objectives.
9. **Group Title** Demonstrate understanding and ~~EXCEL,~~ use ~~mathematical-logic~~ of ~~operations~~ standard data structures.

Course Content

Lecture Content

1. ~~Introduction to~~ Topics
    1. Overview of computer ~~programming~~ systems and ~~engineering problem solving~~
    2. ~~Using~~ the MATLAB
        1. ~~User interface and working~~ environment
        2. ~~Writing MATLAB software~~ Variables, expressions, and order of operation
        3. Elementary functions
        4. Array definitions and operations
        5. Computational problem - ~~code using script or function files (".m" files)~~ solving methodology

6. Pseudocode, flowcharts, and documentation
7. Formatted input and output
8. Data Files
9. Plotting
10. Selection programming structures
11. Repetition programming structures
12. MATLAB ~~Mathematical~~ Functions and user-defined functions ~~, including logical operations~~
13. Recursion
14. Data structures
15. Sorting and searching
16. Object-oriented programming
17. Graphical User Interfaces

3. Numerical Analysis Techniques (embedded within topics above):
    1. Solving systems of linear equations
    2. Vector analysis
    3. Data Interpolation
    4. Least-squares regression and linearization
    5. Numerical Differentiation and Integration
    6. Solving ordinary differential equations
    7. Series approximation and error
    8. Solving equations of one variable

9. Optimization
10. Stochastic simulation

2. ~~MATLAB linear algebra using arrays and matrices~~
    1. ~~Array and Matrix mathematical operations: addition/subtraction, multiplication/division exponentiation, transpose~~

3. ~~MATLAB Files and Data Structures~~
    1. ~~Importing data from ASCII and spreadsheet files~~
    2. ~~Complex number formats, rectangular and polar~~

4. ~~Programming with MATLAB~~
    1. ~~Problem solving methodologies, psuedocoding, and basic flow~~
    2. ~~Conditional Branching using if/then/else techniques, and conditional loops~~

5. ~~MATLAB graphical-output and curve-fitting~~
    1. ~~Two dimensional Cartesian (XY) plots using multiple data-sets with proper scaling and labeling~~
    2. ~~Data-set curve fitting with regression analysis~~
    3. ~~Three dimensional plots: line, surface mesh, contour~~

6. ~~Solutions to systems of linear equations~~
    1. ~~Gaussian elimination~~
    2. ~~Matrix inversion decomposition~~
    3. ~~Cramer's method~~
    4. ~~Underdetermined systems and the minimum-norm solution~~
    5. ~~Overdetermined systems and the least-squares solution~~

7. ~~MATLAB and EXCEL statistical analysis for data set~~
    1. ~~Calculate standard statistical metrics: mean, median, mode, standard deviation, minimum, maximum, range~~
    2. ~~Generate random numbers~~
    3. ~~Linear interpolation~~
    4. ~~Curve fitting including linear regression~~
8. ~~MATLAB symbolic mathematics~~
    1. ~~Mathematical-expressions and algebra~~
    2. ~~Solve algebraic and transcendental equations~~
    3. ~~Ordinary and partial differentiation~~
9. ~~EXCEL user-interface and working-environment~~
10. ~~EXCEL use in solving systems of equations~~
11. ~~EXCEL use in numerical solutions~~
12. ~~EXCEL mathematical functions including logical operations~~
13. ~~EXCEL graphical output~~
    1. ~~Bar and column charts~~
    2. ~~Line and xy plots~~
    3. ~~Three dimensional surface plots~~

Lab Content

1. ~~Microsoft~~ Laboratory activities ~~Excel~~

1. ~~Demonstration~~ and projects reflect a variety of practical applications in engineering and ~~MS~~ physics ~~Excel~~ utilizing ~~software interface, location of key features.~~

2. ~~Demonstration of problem solving techniques used in MS Excel.~~

3. ~~Demonstration of formatting techniques used in MS Excel.~~

4. ~~Demonstration of specific steps used in completing assigned homework problems.~~

5. ~~How to upload completed homework into Canvas~~

6. ~~Open Lab time with one-on-one assistance.~~

2. ~~MATLAB~~

1. ~~Demonstration of~~ the MATLAB software ~~interface,~~ package ~~location~~ or ~~and~~ equivalent.

2. Examples could ~~function~~ include:

    1. 1. Create a MATLAB Program that analyses a set of ~~different~~ engineering ~~windows~~

    2. ~~Demonstration on how to use the Set Path feature~~ data .

    3. ~~Demonstration~~ 2. ~~of~~ Model a ~~specific~~ RC ~~steps~~ or ~~used~~ RL Circiut First Order Differential system in MATLAB.

    4. 3. Model a Second Order Differential System-Mechanical Spring in ~~completing assigned homework problems~~ MATLAB .

    5. ~~How to upload completed homework into Canvas~~

    6. ~~Open Lab time with one-on-one assistance.~~

Methods of Instruction

Check all that apply:

- Demonstration

Comments

Computer demonstrations modeling programming concepts.

- Lecture
  Comments
  ~~Formal~~ Lecture ~~lectures~~ utilizing ~~using~~ slide ~~PowerPoint~~ decks and/or ~~WhiteBoard~~ white ~~presentations~~ board.

Other ~~Yes~~ No

Equity Based Curriculum

- Typical Texts
  ~~Explain~~ **Address**
  ~~Reading~~ Students ~~from~~ can access the ~~text~~ required MATLAB software (found in the Textbook/Materials section) on school computers for free.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. Read the section in Chapter 9 on nested loops ~~in~~ and ~~order~~ be prepared to discuss the steps required to write a program ~~to~~ that will determine the maximum value of the matrix with n rows and m columns.

2. **Assignment Type** Writing
   Add Assignment

   1. ~~Study numerical integrations and write~~ Write a program to calculate the area under a curve using numerical integration .

3. **Assignment Type** Laboratory
   Add Assignment

   1. ~~Program~~ Given an engineering related problem requiring a numerical solution, utilitize MATLAB to obtain solution.

4. **Assignment Type** Project
   Add Assignment

1. Work with a team to design, create, test and debut a MATLAB ~~algorithm~~ program ~~to~~ that ~~fit~~ will ~~a~~ analyze ~~quadratic~~ an ~~function~~ RL ~~to~~ or ~~the~~ RC ~~experimental data.~~

2. ~~Plot a given function within a desired data range using MATLAB and EXCEL.~~

3. ~~The Useful life of a machine bearing depends on its operating temperature as indicated by the following data: Temperature (°F) 100 120 140 160 180 200 220 Bearing Life (kHr) 28 21 15 11 8 6 4. (a) Obtain a functional description (curve fit) for this data. Plot the function and the data on the SAME plot. (b) Also estimate bearing life for a 150 °F operating temperature.~~

4. ~~Given a set of deflection vs. load data for a cantilever beam use EXCEL to plot the data and calculate the slope of the best straight line through the data~~ circuit .

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon~~ Apply ~~completion~~ a ~~of~~ top-down ~~ENGR~~ design ~~26~~ methodology to develop computer algorithms.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Solve Problems : Use mathematical thinking, processes, and skills; scientific principles , the ~~students~~ scientific ~~will~~ method, ~~be~~ and ~~able~~ the synthesis of ideas to ~~create~~ apply data to problem solving and ~~call~~ decision ~~function~~ making; ~~files~~ then, ~~within~~ identify ~~MATLAB~~ the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness .
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

2. **Outcome Text**

~~Upon~~ Use ~~completion~~ MATLAB ~~of~~ to ~~ENGR~~ analyze ~~26~~ and visualize data.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Communicate Visually and Symbolically : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles , the ~~students~~ scientific ~~will~~ method, ~~be~~ and ~~able~~ the synthesis of ideas to ~~use~~ apply ~~Microsoft Excel~~ data to ~~generate~~ problem ~~graphs~~ solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness .
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

3. **Outcome Text**

~~Upon~~ Create ~~completion~~ a ~~of~~ MATLAB ~~ENGR~~ program ~~26, the students will be able to use~~ utlizing numerical ~~methods~~ analysis ~~in Microsoft Excel~~ techniques to solve an engineering ~~problems~~ related problem .

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- ~~**Outcome**~~ **CLO(ILO)** ~~**Text**~~ **to SLO Map Top ILO Grouping(Delta)**
  ~~Upon completion of~~ **Gather ENGR and 26 Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles , the ~~students~~ scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** Determine which technology will ~~be~~ effectively ~~able~~ and efficiently produce the desired results
- **CLO(ILO) to ~~use~~ SLO ~~vectors~~ Map ~~in~~ Top ~~MATLAB~~ ILO Grouping(Delta)** Use appropriate technology to acquire, organize, analyze , ~~technical~~ and ~~problems.~~ communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** Use critical thinking skills to identify and apply appropriate technology to achieve objectives

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course MATH 1 - Calculus I(~~Historical~~ Active)
   Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Evaluate the limit of a function at a real number;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Determine whether a function is continuous at a point or an interval;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Find and interpret average and instantaneous rates of change;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- State the definition of the derivative as the limit of a difference quotient and use the definition to find the derivative of a function;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Interpret the derivative as the slope of a tangent line and find the equation of a tangent line to a function;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Explain the definitions of velocity and acceleration and use the derivative to find the velocity and acceleration of an object in motion, given the position function for the object;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- State and apply the rules for differentiating algebraic and trigonometric functions.~~
     ~~**Degree of Importance** - Required~~
   - ~~- Utilize the chain rule when differentiating functions;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Work with differentials and their applications;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Use calculus-based methods to analyze functional behavior;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Sketch the graphs of functions using the methods of calculus;~~
     ~~**Degree of Importance** - Required~~

- ~~- Find all maxima, minima and points of inflection of a function;~~
  ~~**Degree of Importance** - Required~~
- ~~- Use implicit differentiation;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Evaluate the limit of a function at infinity;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Apply differentiation to solve related rate and optimization problems;~~
  ~~**Degree of Importance** - Required~~
- ~~- Apply the Mean Value Theorem;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Utilize Newton's Method;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Evaluate a definite integral as the limit of a Riemann sum;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Apply the Fundamental Theorem of Integral Calculus;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Evaluate integrals by the method of substitution;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Find areas between curves and volumes of solids of revolution;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use the precise definition of a limit to prove a limit exists.~~
  ~~**Degree of Importance** - Not Necessary~~

2. **Requisite Type** Recommended Course Preparation
   Requisite Course CS 7 - Introduction to Computer Programming Concepts(~~Historical~~ Active)
   Requisite Validation ~~Content Review~~ Advisory
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

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

~~Degree of Importance~~ - ~~Recommended~~

- ~~- Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.~~
  ~~Degree of Importance~~ - ~~Recommended~~
- ~~- Design and implement simple graphical and command line user interfaces implementing the students algorithms.~~
  ~~Degree of Importance~~ - ~~Recommended~~

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

Methods of Evaluation

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

- Exams/Tests
  Frequency
  ~~two~~ 2- ~~midterms~~ 3 ~~and~~ exams ~~one~~ a ~~final exam~~ semester.
- Quizzes
  Frequency
  ~~one~~ 1-3 ~~to~~ quizzes ~~three~~ a semester.
- Projects
  Frequency
  ~~GUI~~ 1-3 ~~project~~ projects per semester.
- Home Work
  Frequency
  ~~Textbook~~ Weekly assigned programming problems .
- Lab Activities
  Frequency
  ~~weekly~~ Weekly or biweekly programming activities or mini-projects.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
~~Emergency~~ **Delivery Methods**
~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~ The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be

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

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

Accessibility

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

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

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

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

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

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

~~No~~ Yes

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

DE Course Interactions

Instructor-Student Interaction

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

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Weekly or biweekly.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  ~~Every week~~ Weekly .

Student-Content Interaction

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

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  ~~6~~ 3 ~~times~~ to 5 per semester.

Textbooks/Materials

Software ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. **Title** MATLAB for Engineers
   Edition ~~5th~~ 6th
   Year ~~2018~~
2. ~~**Author(s)** - Delores M. Etter~~
   ~~**Title** - Introduction to MATLAB~~
   ~~**Edition** - 3rd~~
   ~~**Publisher** - Pearson~~

~~**Year** - 2015~~

3. ~~**Author(s)** - Brian H Hahn, Daniel T Valentin~~
   ~~**Title** - Essential MATLAB for Engineers and Scientists~~
   ~~**Edition** - Sixth~~
   ~~**Publisher** - Elsevier~~
   ~~**Year** - 2017~~
4. ~~**Author(s)** - Bernard Liengme~~
   ~~**Title** - Guide to Microsoft Excel 2016 for Scientists and Engineers.~~
   ~~**Edition** - 1st~~
   ~~**Publisher** - Elsevier Science~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2020~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - N/A~~
   ~~**Or Equivalent** - No~~ **Yes** 2022
5. **Author(s)** William J. Palm
   Title Introduction to MATLAB for Engineers
   Edition ~~3rd~~ 5th
   Publisher McGraw Hill
   ~~**ISBN-13**~~ **Year** 2022
6. **Author(s)** Stephen Chapman
   Title MATLAB Programming for Engineers
   Edition 7th
   Publisher Cengage Learning
   Year ~~2011~~ 2024

Software

1. **Title** MATLAB for Students
   ~~**Rationale**~~ **Edition/Version** ~~for~~
   Publisher/Manufacturer ~~textbook older than 5 years. (Most recent edition, considered classic, etc.)~~ Mathworks
   Description
   ~~NA~~ MATLAB is a programming and numeric computing platform used by millions of engineers and scientists to analyze data, develop algorithms, and create models.
   Or Equivalent ~~No~~ Yes

Other Learning Materials

1. **Other**
   Students can access the required MATLAB software on school computers for free.

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC

Already approved unsubstantial change ~~No~~ Yes

C-ID ENGR 220

Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Level, Keith~~ Decker, Jennifer

Origination Date

~~08~~ 11 / ~~04~~ 01 / ~~2021~~ 2024

Parent Course

ENGR 26 - Computational Methods for Engineers and Scientists

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~
- State Approval

  ~~01/22/2020~~
- CC Approval

  ~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Engineering 26
Computational Methods for Engineers and Scientists
Effective: Fall 2025

Catalog Description:

ENGR 26 - Computational Methods for Engineers and Scientists
3.00 Units

This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problem -solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object-oriented programming, numerical analysis, and data structures. Examples and assignments in the course are drawn from practical applications in engineering, physics, and mathematics.

Prerequisite: MATH 1 with a minimum grade of C, **Recommended Course Preparation:** CS 7 with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Engineering

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 engineering/science word problems to formulate a mathematical model of the problem
B. Use MATLAB to define variables, and perform mathematical operations on vectors, scalars, and matrices
C. Write programming instructions in script files and run the script files
D. Import data to MATLAB for subsequent analysis from data sources
E. Construct graphical plots for mathematical functions in two or three dimensions

F. Formulate a fit to given data in terms of a mathematical curve, or model, based on linear, polynomial, power, or exponential functions, and assess the goodness-of-fit for the mathematical model using regression analysis
G. Apply MATLAB to find the numerical solution to systems of linear equations
H. Perform statistical analysis of experimental data using MATLAB to determine the mean, median, standard deviation, and other measures that characterize the nature of the data
I. Compute, for empirical or functional data, numerical definite integrals and discrete-point derivatives
J. Solve numerically, using MATLAB, ordinary differential equations
K. Draw using MATLAB two-dimensional Cartesian (xy) line-plots with multiple data-sets (multiple lines)
L. Perform mathematical-logic operations using MATLAB
M. Create programs that use object-oriented techniques to achieve computational objectives.
N. Demonstrate understanding and use of standard data structures.

Course Content:

Lab:

1. Laboratory activities and projects reflect a variety of practical applications in engineering and physics utilizing the MATLAB software package or equivalent.
2. Examples could include:
    1. 1. Create a MATLAB Program that analyses a set of engineering data.
    2. 2. Model a RC or RL Circiut First Order Differential system in MATLAB.
    3. 3. Model a Second Order Differential System-Mechanical Spring in MATLAB.

Lecture:

1. Topics
    1. Overview of computer systems and the MATLAB environment
    2. Variables, expressions, and order of operation
    3. Elementary functions
    4. Array definitions and operations
    5. Computational problem-solving methodology
    6. Pseudocode, flowcharts, and documentation
    7. Formatted input and output
    8. Data Files
    9. Plotting
    10. Selection programming structures
    11. Repetition programming structures
    12. MATLAB Functions and user-defined functions
    13. Recursion
    14. Data structures
    15. Sorting and searching
    16. Object-oriented programming
    17. Graphical User Interfaces
2. Numerical Analysis Techniques (embedded within topics above):
    1. Solving systems of linear equations

2. Vector analysis
3. Data Interpolation
4. Least-squares regression and linearization
5. Numerical Differentiation and Integration
6. Solving ordinary differential equations
7. Series approximation and error
8. Solving equations of one variable
9. Optimization
10. Stochastic simulation

Methods of Instruction:

1. Discussion - Class discussion of problems, solutions and student's questions
2. Lecture - Lecture utilizing slide decks and/or white board.
3. Lab - Laboratory use of computers
4. Demonstration - Computer demonstrations modeling programming concepts.

Typical Assignments

A. Reading:
    1. Read the section in Chapter 9 on nested loops and be prepared to discuss the steps required to write a program that will determine the maximum value of the matrix with n rows and m columns.
B. Writing:
    1. Write a program to calculate the area under a curve using numerical integration.
C. Laboratory:
    1. Given an engineering related problem requiring a numerical solution, utilitize MATLAB to obtain solution.
D. Project:
    1. Work with a team to design, create, test and debut a MATLAB program that will analyze an RL or RC circuit.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 2- 3 exams a semester.
B. Quizzes
    1. 1-3 quizzes a semester.
C. Projects
    1. 1-3 projects per semester.
D. Home Work
    1. Weekly assigned programming problems.
E. Lab Activities
    1. Weekly or biweekly programming activities or mini-projects.

Student Learning Outcomes

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

A. Create a MATLAB program utlizing numerical analysis techniques to solve an engineering related problem.
B. Use MATLAB to analyze and visualize data.
C. Apply a top-down design methodology to develop computer algorithms.

Textbooks (Typical):

Textbook:

1. Holly Moore *MATLAB for Engineers.* 6th ed., Pearson, 2022.
2. William J. Palm *Introduction to MATLAB for Engineers.* 5th ed., McGraw Hill, 2022.
3. Stephen Chapman *MATLAB Programming for Engineers.* 7th ed., Cengage Learning, 2024.

Software:

1. MATLAB for Students. Mathworks, (/e).

Other Learning Materials:

1. Students can access the required MATLAB software on school computers for free..

Other Materials Required of Students

Other Materials Required of Students:

1. Some form of file storage, e.g., USB drive or similar.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ETHS 1 - Introduction to Ethnic Studies

Course Modification: ETHS 1 - Introduction to Ethnic Studies (Launched - Implemented 11-04-2024)
compared with
ETHS 1 - Introduction to Ethnic Studies (Active - Implemented 08-20-2024)

Cover

Effective Term Fall ~~2024~~ 2025
Catalog Description
This course introduces students to the interdisciplinary approach of Ethnic Studies and its major concepts and analyses. ~~By relying on social justice and the anti-racist tradition, the~~ The course examines the histories, current issues, and unique lived experiences of ~~major~~ four historically defined racialized American ~~racial~~ groups: ~~and~~ Native ~~ethnic groups including~~ Americans, African Americans, Asian ~~and Pacific Islander Americans, Native~~ Americans, and ~~Chicanx/~~ Latinx Americans . ~~along~~ The ~~with~~ course will examine major cases of struggle, solidarity, and resistance while engaging in current justice and equity movements focused on dismantling white supremacy, colonialism, imperialism, and other forms of oppression targeting communities of color. The course also focuses on the intersection of racial and ethnic identities with other forms of social identity , such as class, gender, sexuality, religion, indigeneity, and immigration status.
Material fees apply to this course? No

Units/Hours

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

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

Course Objectives

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

1. **Group Title** Identify major concepts of ethnic studies, including but not limited to, race and ethnicity, prejudice, discrimination, settler colonialism, power, privilege, segregation, assimilation, racialization,

equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism

2. **Group Title** Apply ~~standpoints~~ theory ~~of~~ and knowledge produced by Native American, African American, Asian ~~and Pacific Islander~~ American, and ~~Chicanx/~~ Latinx American communities to describe their lived experiences and struggles situated in histories, ~~the~~ critical events, cultures, intellectual traditions, and social movements
3. **Group Title** Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian American, and Latinx American are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies
4. **Group Title** Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American, African American, Asian ~~and Pacific Islander~~ American, and ~~Chicanx/~~ Latinx American communities
5. **Group Title** Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian American, and Latinx American to build a diverse, just, and equitable society beyond the classroom

Course Content

Lecture Content

1. Identify major concepts of ethnic studies, including but not limited to, race and ethnicity, prejudice, discrimination, settler colonialism, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism
    1. History of Ethnic Studies
    2. Basic concepts
        1. Social and historical constructions of race
        2. Scientific racism
        3. Ethnicity, ethnic identity
        4. Segregation, desegregation, assimilation
        5. Settler colonialism, imperialism, migration

6. Ethnocentrism, Eurocentrism, multiculturalism
7. Self-determination, decolonization, liberation

3. Theories of racism and racialization
    1. Racism
    2. Discrimination, prejudice, power, privilege
    3. Institutional racism
    4. Systemic racism
    5. Structural racism
    6. Racial formation
    7. Racialization
    8. White privilege, white supremacy
    9. Internalized oppression

4. Theories of coloniality
    1. Imperialism
    2. Indigeneity
    3. Diaspora
    4. Migration
    5. Colonization
    6. Settler colonialism

7. Internal colonialism
8. Orientalism and othering

2. Apply theory and knowledge produced by Native American, African American, Asian American, and Latinx American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements

1. Native Americans
    1. Imperialism and Settler-Colonialism
    2. Treaty history of U.S. with Native American tribes
    3. Genocide and forced removal
    4. Forced assimilation
    5. Experiences of California Indians during the Mission Period
    6. Cultural traditions

2. African Americans
    1. Slavery
    2. The Underground Railroad
    3. Abolitionism
    4. Reconstruction
    5. Jim Crow
    6. Lynching

7. Great Migration
8. The Harlem Renaissance
9. Residential segregation
10. Civil Rights Movement
11. Black Power Movement and student activism

3. Asian Americans
    1. Histories, experiences, and cultures of major groups
        1. Chinese Americans
        2. Japanese Americans
        3. Korean Americans
        4. Indian Americans
        5. Filipino Americans
        6. Pacific Islander Americans

4. Latinx Americans
    1. Pre-Columbian Mesoamerican Indigeneity
    2. Colonial era in Mesoamerica
    3. Mexican independence and nationalism
    4. U.S. Mexico War, manifest destiny & settler colonialism

5. Treaty of Guadalupe Hidalgo
6. Agriculture and industrial capitalism
7. Borderlands and US immigration policies
8. Bracero Program
9. Cultural diversity

5. Cultural representation
    1. Art
    2. Film
    3. Literature
    4. Music
    5. Street culture
    6. Media representation
    7. Racial and cultural stereotypes

3. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian ~~and Pacific Islander~~ American, and ~~Chicanx/~~ Latinx American are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies ~~.~~

~~Group Title~~

1. ~~Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian and Pacific Islander~~

~~American, and Chicanx/Latinx American to build a diverse, just, and equitable society beyond the classroom~~ Native Americans

~~Course Content~~

~~Lecture Content~~ -

1. ~~Basic concepts~~ Myths and stereotypes about Indigenous peoples
2. Economic issues
3. Health disparities
4. Media representation and Native American mascots
5. Land repatriation
6. Red Power Movement
7. Decolonial education

- African Americans

1. ~~Race~~ The effects of urbanization and technology on political movements
2. The War on Drugs and the criminalization of Black youth
3. Racial profiling
4. Police brutality
5. Mass incarceration
6. School-to-Prison Pipeline
7. Economic disparity
8. Popular culture representation

9. Black Lives Matter

- Asian Americans

1. ~~Social and historical constructions of race~~ Exclusionary immigration policies
2. ~~Scientific racism~~ Model Minority stereotype
3. Media representation
4. Anti-Asian sentiment
5. Economic disparity

- Latinx Americans

1. Immigration Policy
2. DREAMERs and DACA
3. Immigrant health disparities
4. The politics of language identity
5. Acculturation and assimilation
6. Educational issues
7. El Plan de Santa Barbara
8. Labor Unions and political activist organizations
9. The Chicana/o Movement
10. Popular culture representation

- Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American, African American, Asian American, and Latinx American communities

    1. Intersectionality theory
    2. Intersectional identities
        1. Class
        2. Gender
        3. Sexuality
        4. Religion and spirituality
        5. National origin
        6. Immigration status
        7. Ability
        8. Tribal citizenship
        9. Sovereignty
        10. Language
        11. Age and generation

- Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian American, and Latinx American to build a diverse, just, and equitable society beyond the classroom

    1. Civil Rights and Black Power Movements

2. San Francisco State College Strike
3. Third World Liberation Front
4. Chicano/a Movement
5. American Indian Movement
6. Asian American Movements
7. Other contemporary issues and movements
8. Current policies related to Ethnic Studies in education
9. Local organizations working for racial justice and decolonization

- ~~Ethnicity, ethnic identity~~

1. ~~Segregation, desegregation, assimilation~~
2. ~~Ethnocentrism, Eurocentrism, multiculturalism~~
3. ~~Self-determination, decolonization, liberation~~

- ~~Theories of racism and racialization~~

1. ~~Racism~~

    1. ~~Discrimination, prejudice, power, privilege~~
    2. ~~Institutional racism~~

3. ~~Systemic racism~~
4. ~~Structural racism~~

2. ~~Racial formation~~
3. ~~Racialization~~
4. ~~White privilege, white supremacy~~
5. ~~Internalized oppression~~
6. ~~Orientalism and othering~~

- ~~Theories of coloniality~~

1. ~~Imperialism~~
2. ~~Indigeneity~~
3. ~~Diaspora~~
4. ~~Migration~~
5. ~~Colonization~~
6. ~~Settler colonialism~~
7. ~~Internal colonialism~~

- ~~Intersectionality~~

1. ~~Class~~
2. ~~Gender~~
3. ~~Sexuality~~

4. ~~Religion and spirituality~~
5. ~~National origin~~
6. ~~Immigration status~~
7. ~~Ability~~
8. ~~Tribal citizenship~~
9. ~~Sovereignty~~
10. ~~Language~~
11. ~~Age and generation~~

- ~~Social movements~~

1. ~~Social justice movements~~
2. ~~Cultural nationalism~~
3. ~~Ethnic labor movements~~
4. ~~Race and feminist movements~~
5. ~~LGBT movements~~

- ~~Cultural expressions involving art, food, film, literature, or music~~
- ~~Media representations in popular culture~~
- ~~The histories, lived experiences, and contemporary issues in Native American, African American, Asian and Pacific Islander American, and Hispanic/Chicanx/Latinx American communities~~

1. ~~Native Americans~~

    1. ~~History~~

1. ~~Imperialism and Settler-Colonialism~~
2. ~~Treaty history of U.S. with Native American tribes~~
3. ~~Genocide and forced removal~~
4. ~~Forced assimilation~~
5. ~~Experiences of California Indians during the Mission Period~~

2. ~~Contemporary issues~~

1. ~~Myths and stereotypes about Indigenous peoples~~
2. ~~Economic issues~~
3. ~~Health disparities~~
4. ~~Media representation and Native American mascots~~
5. ~~Land repatriation~~
6. ~~Red Power Movement~~
7. ~~Decolonial education~~

2. ~~African Americans~~

1. ~~History~~

1. ~~Slavery~~
2. ~~The Underground Railroad~~
3. ~~Abolitionism~~
4. ~~Reconstruction~~
5. ~~Jim Crow~~

6. ~~Lynching~~
7. ~~Great Migration~~
8. ~~The Great Migration and the Harlem Renaissance~~
9. ~~Residential segregation~~
10. ~~Civil Rights Movement~~
11. ~~Black Power Movement and student activism~~

2. ~~Contemporary issues~~

1. ~~The effects of urbanization and technology on political movements~~
2. ~~The War on Drugs and the criminalization of Black youth~~
3. ~~Racial profiling~~
4. ~~Police brutality~~
5. ~~Mass incarceration~~
6. ~~School-to-Prison Pipeline~~
7. ~~Economic disparity~~
8. ~~Popular culture representation~~
9. ~~Black Lives Matter~~

3. ~~Hispanic/Chicanx/Latinx Americans~~

1. ~~History~~

1. ~~Pre-Columbian Mesoamerican Indigeneity~~
2. ~~Colonial era in Mesoamerica~~

3. ~~Mexican independence and nationalism~~
4. ~~U.S. Mexico War, manifest destiny & settler colonialism~~
5. ~~Treaty of Guadalupe Hidalgo~~
6. ~~Agriculture and industrial capitalism~~
7. ~~Borderlands and US immigration policies~~
8. ~~Bracero Program~~

2. ~~Contemporary issues~~

1. ~~Immigration Policy~~
2. ~~DREAMERs and DACA~~
3. ~~Immigrant health disparities~~
4. ~~The politics of language identity~~
5. ~~Acculturation and assimilation~~
6. ~~Educational issues~~
7. ~~El Plan de Santa Barbara~~
8. ~~Labor Unions and political activism and organizations~~
9. ~~The Chicana/o Movement~~
10. ~~Popular culture representation~~

4. ~~Asian and Pacific Islander Americans~~

1. ~~Histories and experiences of major groups:~~

1. ~~Chinese Americans~~

2. ~~Japanese Americans~~
3. ~~Korean Americans~~
4. ~~Indian Americans~~
5. ~~Filipino Americans~~
6. ~~Pacific Islander Americans~~

2. ~~Contemporary issues~~

1. ~~Exclusionary immigration policies~~
2. ~~Model Minority stereotype~~
3. ~~Media representation~~
4. ~~Anti-Asian sentiment~~
5. ~~Economic disparity~~

5. ~~Other racial and ethnic groups~~
6. ~~History of Social Justice and Ethnic Studies~~

1. ~~Civil Rights and Black Power Movements~~
2. ~~San Francisco State College Strike~~
3. ~~Third World Liberation Front~~
4. ~~Chicano/a Movement~~
5. ~~American Indian Movement~~
6. ~~Asian American Movements~~
7. ~~Other contemporary issues and movements~~

1. ~~Current policies related to Ethnic Studies in education~~
2. ~~Local organizations working for racial justice and decolonization~~

Methods of Instruction

Check all that apply:

- Lecture
  Comments
  Presentation relevant concepts, theories, and examples.

Equity Based Curriculum

- ~~DE Course Interaction~~
  ~~**Address**~~
  ~~Course materials will be made accessible for all students with different levels of access to technology.~~
- ~~-~~ Measurable Objectives
  Address
  Measurable objectives reflect an explicit and inclusive focus on understanding the experiences of underrepresented groups specifically Native Americans, African Americans, Asian Americans, and Latinx Americans .
- Course Content
  Address
  The course content reflects careful consideration ~~on~~ of the appropriate balance in the focus given to each racial, ethnic, and cultural group ~~:~~
- ~~- Methods of Instruction~~
  ~~**Address**~~
  ~~Various methods in course material delivery are used to ensure equitable access for all students.~~
- ~~- Assignments~~
  ~~**Address**~~
  ~~Various types of assignments are used to develop diverse skills of all students.~~
- ~~- Methods of Evaluation~~
  ~~**Address**~~
  ~~Aligned closely with the various types of assignments that allow the development of diverse skills for all students, evaluation methods also ensure the diversity of student experience is carefully considered~~ .
- Typical Texts
  Address
  Appropriate texts are selected for their specific emphases on the experiences of ~~underrepresented~~ Native ~~groups~~ Americans, African Americans, Asian Americans, and Latinx Americans .

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading~~

      1. Weekly readings of assigned sections of the textbook

      2. Weekly readings of relevant research articles
   2. ~~Exams~~

2. **Assignment Type** _ Writing
   Add Assignment _

   1. Response Paper

      1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective ~~A~~ 1 for identifying major concepts.

      2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of the four main groups (i.e., Native American, African American, Asian and Pacific Islander American, or Chicnx/Latinx American). This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.

   1.

3. **Assignment Type** _ Research
   Add ~~project~~ - **Assignment** _

   1. Library Research Project

      1. Critically review one of the major issues facing Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx American communities. Discuss how the issue is relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.

4. **Assignment Type** Project
   Add Assignment

   1. Interview project

      1. Interview a family member and critically compare their lived experiences with the typical life course of a person from one of the four main racial/ethnic groups (e.g., Native American, African American, Asian and Pacific Islander American, or Chicanx/Latinx American communities) to identify structural inequality. Write a paper based on the interview. By shifting the focus of the interview, the assignment can also be useful in analyzing the standpoints of Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx American communities to describe their lived experiences and struggles situated in histories, the critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.

   2. Evaluate Active Engagement with Community

      1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by researching a local organization serving a specific racial/ethnic community (e.g., Native American, African American, Asian and Pacific Islander American, or Chicanx/Latinx American community). Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.

5. **Assignment Type** Other
   Add Assignment

   1. Student presentation

      1. ~~Presentation~~ Presentatiosn of student ~~project~~ projects

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

   ~~Upon completion of ETHS 1, the students should be able to identify~~ Identify major concepts and theories of ethnic studies.

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

   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Read Critically : Locate, interpret and analyze various types of written texts
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. **Outcome Text**

   ~~Upon completion of ETHS 1, the students should be able to apply~~ Apply standpoints of Native American, African American, Asian ~~and Pacific Islander~~ American, and Chicanx and Latinx American communities to describe their lived experiences and struggles.

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

   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Read Critically : Locate, interpret and analyze various types of written texts
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

3. **Outcome Text**

~~Upon completion of ETHS 1, the students should be able to critically~~ Critically analyze the intersection of

_ race and ethnicity with other forms of social differences.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
  _ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
  _ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
  _ _ **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
  _ _ **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
  _ _ **Intercultural Values** : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

4. **Outcome Text**

~~Upon completion of ETHS 1, the students should be able to evaluate~~ Evaluate active engagement with

_ anti-racist and anti-colonial social justice movements.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
  _ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
  _ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
  _ _ **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
  _ _ **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
  _ _ **Solve Problems** : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _

Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

5. **Outcome Text**

~~Upon completion of ETHS 1, the students should be able to produce~~ Produce a document that analyzes
the lived experiences and struggles of a racial and ethnic community by applying major theories and
concepts of ethnic studies.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Distance Education

Effective Term Fall 2025

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

Yes

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

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

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

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

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

General Education/Transfer Request

- Transfers to CSU

New Request ~~Yes~~ No
Already Approved ~~No~~ Yes

Cal-GETC Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- 6 - Ethnic Studies
  Comments
  Third attempt.
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No
- Transfers to UC
  Already approved unsubstantial change Yes
- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- 6 - Ethnic Studies
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date
~~08~~ 10 / ~~14~~ 29 / ~~2023~~ 2024

Parent Course
ETHS 1 - Introduction to Ethnic Studies
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/16/2024~~
- State Approval
  ~~01/31/2024~~
- CC Approval

~~12/06/2023~~

Instructional Services

Effective Term ~~Fall 2024~~ Fall 2025

Implementation Date
~~08/20/2024~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Ethnic Studies 1
Introduction to Ethnic Studies
Effective: Fall 2025

Catalog Description:

ETHS 1 - Introduction to Ethnic Studies
3.00 Units

This course introduces students to the interdisciplinary approach of Ethnic Studies and its major concepts and analyses. The course examines the histories, current issues, and unique lived experiences of four historically defined racialized American groups: Native Americans, African Americans, Asian Americans, and Latinx Americans. The course will examine major cases of struggle, solidarity, and resistance while engaging in current justice and equity movements focused on dismantling white supremacy, colonialism, imperialism, and other forms of oppression targeting communities of color. The course also focuses on the intersection of racial and ethnic identities with other forms of social identity, such as class, gender, sexuality, religion, indigeneity, and immigration status.

Course Grading: Optional

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

Discipline:

Ethnic Studies

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 major concepts of ethnic studies, including but not limited to, race and ethnicity, prejudice, discrimination, settler colonialism, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism

B. Apply theory and knowledge produced by Native American, African American, Asian American, and Latinx American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements
C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian American, and Latinx American are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies
D. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American, African American, Asian American, and Latinx American communities
E. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian American, and Latinx American to build a diverse, just, and equitable society beyond the classroom

Course Content:

1. Identify major concepts of ethnic studies, including but not limited to, race and ethnicity, prejudice, discrimination, settler colonialism, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism
    1. History of Ethnic Studies
    2. Basic concepts
        1. Social and historical constructions of race
        2. Scientific racism
        3. Ethnicity, ethnic identity
        4. Segregation, desegregation, assimilation
        5. Settler colonialism, imperialism, migration
        6. Ethnocentrism, Eurocentrism, multiculturalism
        7. Self-determination, decolonization, liberation
    3. Theories of racism and racialization
        1. Racism
        2. Discrimination, prejudice, power, privilege
        3. Institutional racism
        4. Systemic racism
        5. Structural racism
        6. Racial formation
        7. Racialization
        8. White privilege, white supremacy
        9. Internalized oppression
    4. Theories of coloniality

1. Imperialism
2. Indigeneity
3. Diaspora
4. Migration
5. Colonization
6. Settler colonialism
7. Internal colonialism
8. Orientalism and othering

2. Apply theory and knowledge produced by Native American, African American, Asian American, and Latinx American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements
    1. Native Americans
        1. Imperialism and Settler-Colonialism
        2. Treaty history of U.S. with Native American tribes
        3. Genocide and forced removal
        4. Forced assimilation
        5. Experiences of California Indians during the Mission Period
        6. Cultural traditions
    2. African Americans
        1. Slavery
        2. The Underground Railroad
        3. Abolitionism
        4. Reconstruction
        5. Jim Crow
        6. Lynching
        7. Great Migration
        8. The Harlem Renaissance
        9. Residential segregation
        10. Civil Rights Movement
        11. Black Power Movement and student activism
    3. Asian Americans
        1. Histories, experiences, and cultures of major groups
            1. Chinese Americans
            2. Japanese Americans
            3. Korean Americans
            4. Indian Americans
            5. Filipino Americans
            6. Pacific Islander Americans
    4. Latinx Americans

1. Pre-Columbian Mesoamerican Indigeneity
2. Colonial era in Mesoamerica
3. Mexican independence and nationalism
4. U.S. Mexico War, manifest destiny & settler colonialism
5. Treaty of Guadalupe Hidalgo
6. Agriculture and industrial capitalism
7. Borderlands and US immigration policies
8. Bracero Program
9. Cultural diversity

5. Cultural representation
    1. Art
    2. Film
    3. Literature
    4. Music
    5. Street culture
    6. Media representation
    7. Racial and cultural stereotypes

3. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian American, and Latinx American are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies
    1. Native Americans
        1. Myths and stereotypes about Indigenous peoples
        2. Economic issues
        3. Health disparities
        4. Media representation and Native American mascots
        5. Land repatriation
        6. Red Power Movement
        7. Decolonial education
    2. African Americans
        1. The effects of urbanization and technology on political movements
        2. The War on Drugs and the criminalization of Black youth
        3. Racial profiling
        4. Police brutality
        5. Mass incarceration
        6. School-to-Prison Pipeline
        7. Economic disparity
        8. Popular culture representation
        9. Black Lives Matter

3. Asian Americans
    1. Exclusionary immigration policies
    2. Model Minority stereotype
    3. Media representation
    4. Anti-Asian sentiment
    5. Economic disparity
4. Latinx Americans
    1. Immigration Policy
    2. DREAMERs and DACA
    3. Immigrant health disparities
    4. The politics of language identity
    5. Acculturation and assimilation
    6. Educational issues
    7. El Plan de Santa Barbara
    8. Labor Unions and political activist organizations
    9. The Chicana/o Movement
    10. Popular culture representation

4. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American, African American, Asian American, and Latinx American communities
    1. Intersectionality theory
    2. Intersectional identities
        1. Class
        2. Gender
        3. Sexuality
        4. Religion and spirituality
        5. National origin
        6. Immigration status
        7. Ability
        8. Tribal citizenship
        9. Sovereignty
        10. Language
        11. Age and generation
5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian American, and Latinx American to build a diverse, just, and equitable society beyond the classroom
    1. Civil Rights and Black Power Movements
    2. San Francisco State College Strike
    3. Third World Liberation Front

4. Chicano/a Movement
5. American Indian Movement
6. Asian American Movements
7. Other contemporary issues and movements
8. Current policies related to Ethnic Studies in education
9. Local organizations working for racial justice and decolonization

Methods of Instruction:

1. Lecture - Presentation relevant concepts, theories, and examples.
2. Discussion - Lead class discussions or post online discussion boards that will help students employ ethnic studies frameworks to the concepts of race, ethnicity, power, resistance, and decoloniality. This should also model good questioning techniques for students to advance their knowledge about course topics. Create student-led discussion leadership to take place in class to provide an opportunity both to work with others and to encourage long-term retention of the material.
3. Audio-visual Activity - Play video clips, films, and music in class as either: 1) a means of providing historical context; or 2) examples of ethnic studies arguments about immigration, migration, ethnicity, intersectionality, healing, and/or resistance and develop class exercises around analyzing these media from an ethnic studies perspective.
4. Guest Lecturers - Invite guest lecturers to class in order to present on issues of social justice, intersectionality, colonization, decoloniality, social movements, and collective cultural memory which will encourage independent and rational discussion of ideas central to ethnic studies
5. Student Presentations - Research paper project presentation

Typical Assignments

A. Reading:
    1. Weekly readings of assigned sections of the textbook
    2. Weekly readings of relevant research articles
B. Writing:
    1. Response Paper
        1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective 1 for identifying major concepts.
        2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of the four main groups (i.e., Native American, African American, Asian and Pacific Islander American, or Chicnx/Latinx American). This is an

example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.

C. Research:
    1. Library Research Project
        1. Critically review one of the major issues facing Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx American communities. Discuss how the issue is relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.

D. Project:
    1. Interview project
        1. Interview a family member and critically compare their lived experiences with the typical life course of a person from one of the four main racial/ethnic groups (e.g., Native American, African American, Asian and Pacific Islander American, or Chicanx/Latinx American communities) to identify structural inequality. Write a paper based on the interview. By shifting the focus of the interview, the assignment can also be useful in analyzing the standpoints of Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx American communities to describe their lived experiences and struggles situated in histories, the critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.
    2. Evaluate Active Engagement with Community
        1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by researching a local organization serving a specific racial/ethnic community (e.g., Native American, African American, Asian and Pacific Islander American, or Chicanx/Latinx American community). Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.

E. Other:
    1. Student presentation
        1. Presentatiosn of student projects

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Two to three times
B. Research Projects
    1. At the end of semester
C. Papers
    1. Monthly
D. Projects
    1. At the end of semester

E. Class Participation
    1. Weekly

Student Learning Outcomes

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

A. Identify major concepts and theories of ethnic studies.
B. Apply standpoints of Native American, African American, Asian American, and Chicanx and Latinx American communities to describe their lived experiences and struggles.
C. Critically analyze the intersection of race and ethnicity with other forms of social differences.
D. Evaluate active engagement with anti-racist and anti-colonial social justice movements.
E. Produce a document that analyzes the lived experiences and struggles of a racial and ethnic community by applying major theories and concepts of ethnic studies.

Textbooks (Typical):

Textbook:

1. Fanon Frantz *Black Skin, White Masks*. 2 ed., Grove, 2008.
2. Omi Michael , Howard Winant *Racial Formation in the United States*. 3 ed., Routledge, 2014.
3. Michelle Alexander *The New Jim Crow*. 2 ed., The New Press, 2020.
4. Fong P Tomothy *Ethnic Studies Research: Approaches and Perspectives*.. 1 ed., Rowman & Littlefield, 2008.
5. Ronald Takaki *A Different Mirror: A History of Multicultural America*. 3 ed., Black Bay, 2023.
6. Catherine C Choy *Asian American Histories of the United States*. 1 ed., Beacon, 2022.
7. Carter G Woodson *The Miseducation of the Negro* . 2 ed., Wilder, 2008.
8. Richard Delgado *The Latino/a Condition: a Critical Reader*. 2 ed., NYU, 2011.
9. Roxanne Dumbar-Ortiz *An Indigenous People's History of the United States*. 2 ed., Beacon, 2024.
10. J F Healey *Race, Ethnicity, Gender, and Class*. 9th ed., Sage, 2022.
11. P Collins *Race, Class, and Gender*. 10th ed., Cengage, 2020.
12. R T Schaefer *Racial and Ethnic Groups*. 15th ed., Pearson, 2019.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ETHS 20 - Introduction to Asian American Studies

Course Modification: ETHS 20 - Introduction to Asian American Studies (Launched - Implemented 11-04-2024)

compared with

ETHS 20 - Introduction to Asian and Pacific Islander American Studies (Active - Implemented 08-21-2024)

Cover

Course Title Introduction to Asian ~~and Pacific Islander~~ American Studies

Effective Term Fall ~~2024~~ 2025

Catalog Description

This course introduces students to the interdisciplinary approach of Asian ~~and Pacific Islander~~ American Studies and its major concepts and analyses. By relying on social justice movement and the anti-racist tradition, the course critically examines the diverse histories and contemporary social, cultural, and political experiences of Asian Americans ~~and Pacific Islanders~~ in the United States with an emphasis on the intersectionality of racial and ethnic identities with other forms of social identity such as class, gender, sexuality, religion, indigeneity, and immigration status in the contexts of U.S. imperialism and colonialism, urban and suburbanization, labor, leisure, citizenship, community activism, and identity formation. The course also introduces students to the key scholarly works, theories, and frameworks that inform the field of Asian ~~and Pacific Islander~~ American Studies and considers the political stakes of academic research on Asian American ~~and Pacific Islander~~ communities.

Material fees apply to this course? No

Units/Hours

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

Course Objectives

Objectives

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

1. **Group Title** Analyze and articulate major concepts of Asian ~~and Pacific Islander~~ American studies, including but not limited to, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism.
2. **Group Title** Apply theory and knowledge produced by Asian ~~and Pacific Islander~~ American communities to describe the critical events, histories, cultures, intellectual traditions, contributions,

lived-experiences and social struggles of those groups with particular emphasis on agency and group-affirmation .

3. **Group Title** Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies .
4. **Group Title** Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Asian ~~and Pacific Islander~~ American communities .
5. ~~**Group Title** Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian and Pacific Islander Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies~~ .
6. **Group Title** Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Asian ~~and Pacific Islander~~ Americans to build a diverse, just, and equitable society beyond the classroom.

Course Content

Lecture Content

1. ~~Analyze and articulate major concepts of Asian and Pacific Islander studies, including but not limited to, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism~~ Analyze and articulate major concepts of Asian American studies, including but not limited to, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism

    1. Basic concepts of Ethnic Studies and Asian American and Pacific Islander studies

        1. Social and historical constructions of race
        2. Construction of Asian American panethnicity
        3. Ethnicity, ethnic identity
        4. Scientific racism
        5. Racialization
        6. Equity
        7. Prejudice, discrimination

8. Power, privilege
9. Segregation, desegregation, assimilation
10. Ethnocentrism, Eurocentrism, multiculturalism
11. Model Minority
12. Diaspora
13. Transnationalism
14. White supremacy
15. Self-determination, decolonization, liberation
16. Anti-racism

2. Theories of racism from the Ethnic Studies Framework
    1. ~~Basic concepts of Ethnic Studies and Asian American and Pacific Islander studies~~ Racism
    2. Discrimination, prejudice, power, privilege
    3. Institutional racism
    4. Systemic racism
    5. Structural racism
    6. Colorblind racism
    7. Racial formation
    8. Racialization
    9. White privilege, white supremacy
    10. Internalized oppression

3. Theories of coloniality and postcolonialism

    1. ~~Social and historical constructions of race~~ Imperialism
    2. ~~Ethnicity, ethnic identity~~ Indigeneity
    3. ~~Scientific racism~~ Diaspora
    4. ~~Racialization~~ Migration
    5. ~~Equity~~ Colonization
    6. ~~Prejudice, discrimination~~ Settler colonialism
    7. ~~Power, privilege~~ Internal colonialism
    8. ~~Segregation, desegregation, assimilation~~ Orientalism
    9. ~~Ethnocentrism, Eurocentrism, multiculturalism~~ Transnationalism

2. ~~Model Minority~~ Apply theory and knowledge produced by Asian American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of those groups with particular emphasis on agency and group-affirmation.

    1. The histories, lived experiences, and contemporary issues in Asian and Pacific Islander American communities

        1. Chinese Americans

            1. Examples include Sugar making in Hawai'i, Paper Sons and Daughters, Angel Island Immigration Station, 2020 U.S. government response to COVID

2. ~~Diaspora~~ Japanese Americans
    1. Examples include World War II and Executive Order 9066 for Japanese American internment, agricultural labor and resistance

3. ~~Transnationalism~~ Korean Americans
    1. Examples include Japanese colonialism, comfort women, Saigu (1992 Korean riot victims in Los Angeles)

4. ~~White supremacy~~ Filipino Americans
    1. Examples include U.S. colonization (1898-1945), World War II and its legacies, Filipinx Veterans' equity

5. ~~Self-determination, decolonization, liberation~~ Pacific Islander Americans
    1. Examples include the illegal overthrow and annexation of Hawai'i and the aftermath of cultural suppression, environmental destruction in Guam as a result of U.S. colonization

6. ~~Anti-racism~~ Asian Indian Americans
7. Vietnamese Americans
8. Hmong Americans
9. Indonesian Americans
10. Laotian Americans
11. Pakistanis Americans

12. Thai Americans
13. Burmese Americans
14. Other Asian and Pacific Islander American groups
15. Major groups and their experiences in California history

2. Cultural expressions involving art, food, film, literature, or music
    1. Foodways
    2. Asian American and Pacific Islander literature
    3. Art
    4. Films
    5. Music
    6. Religion and spirituality

3. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian and Pacific Islander Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
    1. Imperialism and migration
        1. US imperialism
        2. US colonialization of Pacific islands

    2. Exclusionary immigration policies

    1. Chinse exclusion
    2. Deportation and incarceration
    3. Anti-Japanese sentiment

3. Wars and Asian and Pacific Islander American
    1. WWII and Japanese Internment
    2. Korean War
    3. Vietnam War
    4. War on Afghanistan
    5. Other global conflicts

4. Media representations in popular culture
    1. Racial stereotypes
    2. War-time propaganda
    3. Yellow peril
    4. Contemporary media representation
    5. Model Minority stereotype
    6. Orientalism in pop culture

5. 9/11 and new immigrants
6. Economic issues
    1. Economic status and disparity

2. Occupational representation

7. Cultural issues
    1. Assimilation
    2. Acculturation
    3. Generational gap

8. Educational issues
    1. Affirmative Action
    2. Achievement gap

9. Political landscape
10. Asian and Pacific Islander Americans and The Civil Rights Movement
11. Inter-ethnic Relations
12. Internalized racism
13. Anti-Asian hate crimes
14. Gender and sexuality

4. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Asian American communities.
    1. Intersectionality with reference to:

1. Class
2. Gender
3. Sexuality
4. Religion and spirituality
5. National origin
6. Immigration status
7. Ability
8. Sovereignty
9. Language
10. Age and generation

5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Asian Americans to build a diverse, just, and equitable society beyond the classroom.
    1. Social movements
        1. Social justice movements
        2. Labor movements
        3. Women's rights and feminist movements
        4. LGBTQ movements
        5. Pan-Asian ethnicity movement

2. Asian American social movement organizations
    1. History
    2. National level
    3. Local level
    4. Major contemporary issues

3. Asian American studies as an academic discipline and activism

- ~~Theories of racism from the Ethnic Studies Framework~~

1. ~~Racism~~
2. ~~Discrimination, prejudice, power, privilege~~
3. ~~Institutional racism~~
4. ~~Systemic racism~~
5. ~~Structural racism~~
6. ~~Colorblind racism~~
7. ~~Racial formation~~
8. ~~Racialization~~
9. ~~White privilege, white supremacy~~
10. ~~Internalized oppression~~

- ~~Theories of coloniality and postcolonialism~~

    1. ~~Imperialism~~
    2. ~~Indigeneity~~
    3. ~~Diaspora~~
    4. ~~Migration~~
    5. ~~Colonization~~
    6. ~~Settler colonialism~~
    7. ~~Internal colonialism~~
    8. ~~Orientalism~~
    9. ~~Transnationalism~~

- ~~Apply theory and knowledge produced by Asian and Pacific Islander American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of those groups with particular emphasis on agency and group-affirmation.~~

    1. ~~The histories, lived experiences, and contemporary issues in Asian and Pacific Islander American communities~~

        1. ~~Chinese Americans~~
        2. ~~Japanese Americans~~
        3. ~~Korean Americans~~
        4. ~~Asian Indian Americans~~
        5. ~~Vietnamese Americans~~
        6. ~~Filipino Americans~~
        7. ~~Pacific Islander Americans~~

1. ~~Native Hawaiians~~
2. ~~Samoan Americans~~
3. ~~Chamorro Americans~~
4. ~~Tongan Americans~~
5. ~~Cambodian Americans~~

8. ~~Hmong Americans~~
9. ~~Indonesian Americans~~
10. ~~Laotian Americans~~
11. ~~Pakistanis Americans~~
12. ~~Thai Americans~~
13. ~~Burmese Americans~~
14. ~~Other Asian and Pacific Islander American groups~~
15. ~~Major groups and their experiences in California history~~

2. ~~Cultural expressions involving art, food, film, literature, or music~~

1. ~~Foodways~~
2. ~~Asian American and Pacific Islander literature~~
3. ~~Art~~
4. ~~Films~~
5. ~~Music~~

- ~~Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and~~

age in Asian and Pacific Islander American communities.

1. Intersectionality with reference to:

    1. Class
    2. Gender
    3. Sexuality
    4. Religion and spirituality
    5. National origin
    6. Immigration status
    7. Ability
    8. Sovereignty
    9. Language
    10. Age and generation

- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian and Pacific Islander Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

1. Imperialism and migration

    1. US imperialism
    2. US colonialization of Pacific islands

2. Exclusionary immigration policies

    1. Chinse exclusion

2. ~~Deportation and incarceration~~
3. ~~Anti-Japanese sentiment~~

3. ~~Wars and Asian and Pacific Islander American~~
    1. ~~WWII and Japanese Internment~~
    2. ~~Korean Way~~
    3. ~~Vietnam Way~~
    4. ~~War on Afghanistan~~
    5. ~~Other global conflicts~~
4. ~~Media representations in popular culture~~
    1. ~~Racial stereotypes~~
    2. ~~War-time propaganda~~
    3. ~~Yellow peril~~
    4. ~~Contemporary media representation~~
    5. ~~Model Minority stereotype~~
    6. ~~Orientalism in pop culture~~
5. ~~9/11 and new immigrants~~
6. ~~Economic issues~~
    1. ~~Economic status and disparity~~
    2. ~~Occupational representation~~

7. ~~Cultural issues~~

    1. ~~Assimilation~~
    2. ~~Acculturation~~
    3. ~~Generational gap~~

8. ~~Educational issues~~

    1. ~~Affirmative Action~~
    2. ~~Achievement gap~~

9. ~~Major religious groups~~
10. ~~Political landscape~~
11. ~~Asian and Pacific Islander Americans and The Civil Rights Movement~~
12. ~~Inter-ethnic Relations~~
13. ~~Internalized racism~~
14. ~~Anti-Asian hate crimes~~
15. ~~Gender and sexuality~~

- ~~Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Asian and Pacific Islander Americans to build a diverse, just, and equitable society beyond the classroom.~~

1. ~~Social movements~~

    1. ~~APIA Social justice movements~~
    2. ~~Labor movements~~

3. ~~Women's rights and feminist movements~~
4. ~~LGBTQ movements~~
5. ~~Pan-Asian ethnicity~~

2. ~~Asian American social movement organizations~~

1. ~~History~~
2. ~~National level~~
3. ~~Local level~~
4. ~~Major contemporary issues~~

3. ~~Asian American studies as an academic discipline and activism~~

Equity Based Curriculum

- ~~DE Course Interaction~~
  ~~**Address**~~ -
  ~~Course materials will be made accessible for all students with different levels of access to technology.~~
- ~~-~~ Measurable Objectives
  Address
  Measurable objectives reflect an explicit and inclusive focus on understanding the experiences of underrepresented Asian American groups.
- Course Content
  Address
  The course content reflects careful consideration on the appropriate balance in the focus given to each racial, ethnic, and cultural ~~group.~~
- ~~-~~ ~~Methods~~ subgroups of ~~Instruction~~
  ~~**Address**~~ Asian
  ~~Various methods in course material delivery are used to ensure equitable access for all students.~~
- ~~-~~ ~~Assignments~~
  ~~**Address**~~ -
  ~~Various types of assignments are used to develop diverse skills of all students.~~
- ~~-~~ ~~Methods of Evaluation~~
  ~~**Address**~~ -
  ~~Aligned closely with the various types of assignments that allow the development of diverse skills for all students, evaluation methods also ensure the diversity of student experience is carefully~~

~~considered~~ Americans .

- Typical Texts
  Address
  Appropriate texts are selected for their specific emphases on the experiences of underrepresented Asian American groups.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading~~

      1. Weekly readings of assigned sections of the textbook

      2. Weekly readings of relevant research articles
   2. ~~Exams~~

2. **Assignment Type** Writing
   Add Assignment

   1. Response Paper

      1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Asian and Pacific Islander Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective A for identifying major concepts.

      2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of Asian and Pacific Islander Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.

3. **Assignment Type** Project
   Add Assignment

   1. Research project

1. Library Research Project

    1. Critically review one of the major issues facing Asian and Pacific Islander American communities. Discuss how the issue is relevant to current and structural issues such as international politics, transnationalism, immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.

2. Interview project

    1. Interview a family member and critically compare their lived experiences with one of the typical life courses of a person from Asian and Pacific Islander American communities to identify structural inequality. Write a paper based on the interview. By shifting the focus of the interview to a member of Asian and Pacific Islander communities, the assignment can also be useful in analyzing the standpoints of Asian and Pacific Islander American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.

3. Evaluate Active Engagement with Community

    1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by contacting and researching a local organization serving Asian and Pacific Islander American communities. Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.

2. Student presentation

    1. ~~Presentation~~ of student project

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ETHS 20, the students should be able to identify~~ Identify major concepts and theories of ethnic studies.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Read Critically** : Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. **Outcome Text**
   ~~Upon completion of ETHS 20, the students should be able to apply~~ Apply standpoints of Asian ~~and Pacific Islander~~ American communities to describe their lived experiences and struggles.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Read Critically** : Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Intercultural Values** : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

3. **Outcome Text**
   ~~Upon completion of ETHS 20, the students should be able to critically~~ Critically analyze the intersection

of race and ethnicity with other forms of social differences in Asian ~~and~~ American ~~Pacific Islander American~~
communities.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

4. **Outcome Text**

~~Upon completion of ETHS 20, the students should be able to evaluate~~ Evaluate active engagement with anti-racist and anti-colonial social justice movements in Asian ~~and~~ American ~~Pacific Islander American~~
communities.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

5. **Outcome Text**

~~Upon completion of ETHS 20, the students should be able to produce~~ Produce a document that analyzes
the lived experiences and struggles of Asian ~~and Pacific Islander~~ American communities by applying
major theories and concepts of ethnic studies.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender,

religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Distance Education

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

General Education/Transfer Request

Cal-GETC Yes

- _ 4 - Social and Behavioral Sciences

Comments _

New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes

- _ 6 - Ethnic Studies
  Comments _
  Third attempt.
  New Request _ Yes
  Already approved substantial change _ No
  Already approved unsubstantial change _ No

- Transfers to UC
  Already approved unsubstantial change Yes

- _ 4 - Social and Behavioral Sciences
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes
- _ 6 - Ethnic Studies
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes

Origination Date
~~08~~ 10 / ~~14~~ 29 / ~~2023~~ 2024

Parent Course
ETHS 20 - Introduction to Asian and Pacific Islander American Studies
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/16/2024~~
- State Approval
  ~~01/31/2024~~
- CC Approval
  ~~12/06/2023~~

Instructional Services
Effective Term ~~Fall 2024~~ Fall 2025

Implementation Date
~~08/14/2024~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Ethnic Studies 20
Introduction to Asian American Studies
Effective: Fall 2025

Catalog Description:

ETHS 20 - Introduction to Asian American Studies
3.00 Units

This course introduces students to the interdisciplinary approach of Asian American Studies and its major concepts and analyses. By relying on social justice movement and the anti-racist tradition, the course critically examines the diverse histories and contemporary social, cultural, and political experiences of Asian Americans in the United States with an emphasis on the intersectionality of racial and ethnic identities with other forms of social identity such as class, gender, sexuality, religion, indigeneity, and immigration status in the contexts of U.S. imperialism and colonialism, urban and suburbanization, labor, leisure, citizenship, community activism, and identity formation. The course also introduces students to the key scholarly works, theories, and frameworks that inform the field of Asian American Studies and considers the political stakes of academic research on Asian American communities.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Ethnic Studies

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 and articulate major concepts of Asian American studies, including but not limited to, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism.

B. Apply theory and knowledge produced by Asian American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with particular emphasis on agency and group-affirmation.
C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
D. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Asian American communities.
E. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Asian Americans to build a diverse, just, and equitable society beyond the classroom.

Course Content:

1. Analyze and articulate major concepts of Asian American studies, including but not limited to, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism
    1. Basic concepts of Ethnic Studies and Asian American and Pacific Islander studies
        1. Social and historical constructions of race
        2. Construction of Asian American panethnicity
        3. Ethnicity, ethnic identity
        4. Scientific racism
        5. Racialization
        6. Equity
        7. Prejudice, discrimination
        8. Power, privilege
        9. Segregation, desegregation, assimilation
        10. Ethnocentrism, Eurocentrism, multiculturalism
        11. Model Minority
        12. Diaspora
        13. Transnationalism
        14. White supremacy
        15. Self-determination, decolonization, liberation
        16. Anti-racism
    2. Theories of racism from the Ethnic Studies Framework
        1. Racism
        2. Discrimination, prejudice, power, privilege
        3. Institutional racism
        4. Systemic racism
        5. Structural racism

6. Colorblind racism
7. Racial formation
8. Racialization
9. White privilege, white supremacy
10. Internalized oppression

3. Theories of coloniality and postcolonialism
    1. Imperialism
    2. Indigeneity
    3. Diaspora
    4. Migration
    5. Colonization
    6. Settler colonialism
    7. Internal colonialism
    8. Orientalism
    9. Transnationalism

2. Apply theory and knowledge produced by Asian American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of those groups with particular emphasis on agency and group-affirmation.
    1. The histories, lived experiences, and contemporary issues in Asian and Pacific Islander American communities
        1. Chinese Americans
            1. Examples include Sugar making in Hawai'i, Paper Sons and Daughters, Angel Island Immigration Station, 2020 U.S. government response to COVID
        2. Japanese Americans
            1. Examples include World War II and Executive Order 9066 for Japanese American internment, agricultural labor and resistance
        3. Korean Americans
            1. Examples include Japanese colonialism, comfort women, Saigu (1992 Korean riot victims in Los Angeles)
        4. Filipino Americans
            1. Examples include U.S. colonization (1898-1945), World War II and its legacies, Filipinx Veterans' equity
        5. Pacific Islander Americans
            1. Examples include the illegal overthrow and annexation of Hawai'i and the aftermath of cultural suppression, environmental destruction in Guam as a result of U.S. colonization
        6. Asian Indian Americans
        7. Vietnamese Americans
        8. Hmong Americans

9. Indonesian Americans
10. Laotian Americans
11. Pakistanis Americans
12. Thai Americans
13. Burmese Americans
14. Other Asian and Pacific Islander American groups
15. Major groups and their experiences in California history

2. Cultural expressions involving art, food, film, literature, or music
    1. Foodways
    2. Asian American and Pacific Islander literature
    3. Art
    4. Films
    5. Music
    6. Religion and spirituality

3. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian and Pacific Islander Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
    1. Imperialism and migration
        1. US imperialism
        2. US colonialization of Pacific islands
    2. Exclusionary immigration policies
        1. Chinse exclusion
        2. Deportation and incarceration
        3. Anti-Japanese sentiment
    3. Wars and Asian and Pacific Islander American
        1. WWII and Japanese Internment
        2. Korean War
        3. Vietnam War
        4. War on Afghanistan
        5. Other global conflicts
    4. Media representations in popular culture
        1. Racial stereotypes
        2. War-time propaganda
        3. Yellow peril
        4. Contemporary media representation
        5. Model Minority stereotype
        6. Orientalism in pop culture
    5. 9/11 and new immigrants

6. Economic issues
    1. Economic status and disparity
    2. Occupational representation
7. Cultural issues
    1. Assimilation
    2. Acculturation
    3. Generational gap
8. Educational issues
    1. Affirmative Action
    2. Achievement gap
9. Political landscape
10. Asian and Pacific Islander Americans and The Civil Rights Movement
11. Inter-ethnic Relations
12. Internalized racism
13. Anti-Asian hate crimes
14. Gender and sexuality

4. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Asian American communities.
    1. Intersectionality with reference to:
        1. Class
        2. Gender
        3. Sexuality
        4. Religion and spirituality
        5. National origin
        6. Immigration status
        7. Ability
        8. Sovereignty
        9. Language
        10. Age and generation
5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Asian Americans to build a diverse, just, and equitable society beyond the classroom.
    1. Social movements
        1. Social justice movements
        2. Labor movements
        3. Women's rights and feminist movements
        4. LGBTQ movements
        5. Pan-Asian ethnicity movement
    2. Asian American social movement organizations

1. History
2. National level
3. Local level
4. Major contemporary issues

3. Asian American studies as an academic discipline and activism

Methods of Instruction:

1. Lecture
2. Classroom Activity - Short reflection peper
3. Audio-visual Activity - Play video clips, films, and music in class as either: 1) a means of providing historical context; or 2) examples of Asian and Pacific Islander American studies' arguments about immigration, migration, ethnicity, intersectionality, healing, and/or resistance and develop class exercises around analyzing these media from an Asian and Pacific Islander American studies perspective.
4. Guest Lecturers - Invite guest lecturers to class in order to present on issues of social justice, intersectionality, colonization, decoloniality, social movements, and collective cultural memory which will encourage independent and rational discussion of ideas central to Asian and Pacific Islander American studies
5. Student Presentations - Research project presentation
6. Discussion - Lead class discussions or post online discussion boards that will help students employ ethnic studies frameworks to the concepts of race, ethnicity, power, resistance, and decoloniality. This should also model good questioning techniques for students to advance their knowledge about course topics. Create student-led discussion leadership to take place in class to provide an opportunity both to work with others and to encourage long-term retention of the material.

Typical Assignments

A. Reading:
    1. Weekly readings of assigned sections of the textbook
    2. Weekly readings of relevant research articles
B. Writing:
    1. Response Paper
        1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Asian and Pacific Islander Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective A for identifying major concepts.
        2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of Asian and Pacific Islander Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.
C. Project:

1. Research project
    1. Library Research Project
        1. Critically review one of the major issues facing Asian and Pacific Islander American communities. Discuss how the issue is relevant to current and structural issues such as international politics, transnationalism, immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.
    2. Interview project
        1. Interview a family member and critically compare their lived experiences with one of the typical life courses of a person from Asian and Pacific Islander American communities to identify structural inequality. Write a paper based on the interview. By shifting the focus of the interview to a member of Asian and Pacific Islander communities, the assignment can also be useful in analyzing the standpoints of Asian and Pacific Islander American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.
    3. Evaluate Active Engagement with Community
        1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by contacting and researching a local organization serving Asian and Pacific Islander American communities. Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.
    4. Student presentation of student project

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Two or three times
B. Quizzes
    1. Biweekly
C. Research Projects
    1. At the end of semester
D. Papers
    1. Monthly
E. Class Participation
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Identify major concepts and theories of ethnic studies.

B. Apply standpoints of Asian American communities to describe their lived experiences and struggles.
C. Critically analyze the intersection of race and ethnicity with other forms of social differences in Asian American communities.
D. Evaluate active engagement with anti-racist and anti-colonial social justice movements in Asian American communities.
E. Produce a document that analyzes the lived experiences and struggles of Asian American communities by applying major theories and concepts of ethnic studies.

Textbooks (Typical):

Textbook:

1. P Dhingra *Asian America*. 2nd ed., Polity, 2021.
2. R Takaki *Strangers from a Different Shore*. 2nd ed., Litte & Brown, 1998.
3. C Choy *Asian American Histories of the United States*. 1st ed., Beacon, 2022.
4. J Houston *Farewell to Manzanar*. 2nd ed., Clarion , 2017.
5. Asian American Studies Dept *At 40: Asian American Studies @ San Francisco State*. 1 ed., San Francisco State University, 2009.
6. Kent A Ono *Asian American Studies after Critical Mass*. 1 ed., Blackwell, 2005.
7. Yen Le Espiritu *Home Bound Filipino American Lives across Cultures, Communities, and Countries*. 1 ed., University of California Press, 2003.
8. Keith L Camacho *Reppin: Pacific Islander Youth and Native Justice*. 1 ed., University of Washington Press, 2021.
9. Diane Fujino, Robyn M Rodoriguez *Contemporary Asian American Activism*. 1 ed., University of Washington Press, 2022.
10. Tasneem Mandviwala *South Asian American Stories of Self*. 1 ed., Speringer, 2022.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ETHS 40 - Introduction to Native American Studies

Course Modification: ETHS 40 - Introduction to Native American Studies (Launched - Implemented 11-04-2024)

compared with

ETHS 40 - Introduction to Native American and Indigenous Studies (Active - Implemented 08-21-2024)

Cover

Course Title Introduction to Native American ~~and Indigenous~~ Studies
Effective Term Fall ~~2024~~ 2025
Catalog Description
This course introduces students to the interdisciplinary approach of Native American ~~and Indigenous~~ Studies and its major concepts and analyses. A critical lens will be employed to understand the various ways in which Native communities have fought, struggled, and survived settler colonialism. By relying on social justice and anti-~~racist~~ colonial tradition, the course examines the histories, ~~the~~ current issues, and the unique lived experiences of Native Americans and the intersection of racial and ethnic identities with other forms of social identity such as class, gender, sexuality, religion, ~~indigeneity,~~ and ~~immigration status~~ indigeneity .
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. ~~Group~~ Objective ~~Title~~ Text
   Analyze and articulate major concepts of Native American ~~and Indigenous~~ studies, including but not limited to , sovereignty, self-determination , race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, ~~self-determination,~~ liberation, decolonization, imperialism, settler colonialism, sovereignty, and anti-racism
   ~~Group Title - Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American communities.~~

Group Title Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted, Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

~~Course Content~~

~~Lecture~~ Group ~~Content~~ Title

1. ~~Analyze and articulate major concepts of Native American and Indigenous studies, including but not limited to, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, imperialism, settler colonialism, sovereignty, and anti-racism~~

    1. ~~Basic concepts of ethnic studies and Native American studies~~

        1. ~~Social and historical constructions of race~~
        2. ~~Scientific racism~~
        3. ~~Ethnicity, ethnic identity~~
        4. ~~Segregation, desegregation, assimilation~~
        5. ~~Ethnocentrism, Eurocentrism, multiculturalism~~
        6. ~~Self-determination, decolonization, liberation~~

    2. ~~Theories of racism and racialization~~

        1. ~~Discrimination, prejudice, power, privilege~~
        2. ~~Racism~~

            1. ~~Institutional racism~~
            2. ~~Systemic racism~~
            3. ~~Structural racism~~

3. ~~Racial formation~~
4. ~~Racialization~~
5. ~~White privilege, white supremacy~~
6. ~~Internalized oppression~~

3. ~~Theories of coloniality~~

1. ~~Imperialism~~
2. ~~Indigeneity~~
3. ~~Diaspora~~
4. ~~Migration~~
5. ~~Colonization~~
6. ~~Settler colonialism~~
7. ~~Internal colonialism~~

2. ~~Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with particular emphasis on agency and group affirmation.~~

1. ~~Knowledge of Native Americans' way of life~~

1. ~~Diversity of Native American cultures~~
2. ~~Adaptations to the diverse environments of North America~~

2. ~~Political self-determination and indigenous political structures,~~

1. ~~Historical development of tribal governments and their current functions~~

3. ~~Institution of family~~
4. ~~Native ancestry and federally recognized Indians~~

    1. ~~Tribal identity~~
    2. ~~Tribal citizenship~~
    3. ~~Tribal sovereignty and Sovereign Nations~~
    4. ~~Tribal identification, intertribal identities and organizations, and the Fourth World~~

5. ~~Inter- and intra-group conflicts~~
6. ~~Indigenous migrants~~
7. ~~Indigenous languages and their preservation~~
8. ~~Religious, spiritual, and philosophical practices, such as the Ghost Dance~~
9. ~~Sacred Sites~~
10. ~~Cultural expressions involving art, food, film, literature, or music~~

    1. ~~Oral tradition~~
    2. ~~Visual arts~~
    3. ~~Music~~
    4. ~~Literature~~
    5. ~~Modern indigenous political art movements~~

3. Critically analyze the intersection of race and ~~racism~~ ethnicity with other forms of difference affected by hierarchy and oppression, such as ~~they relate to~~ class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, ~~tribal citizenship, sovereignty, language,~~ and ~~/or~~ age in Native American communities. -

Course Content

Lecture Content

1. Analyze and articulate major concepts of Native American studies, including but not limited to, sovereignty, self-determination, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, liberation, decolonization, imperialism, settler colonialism, sovereignty, and anti-racism

    1. Basic concepts and theories of ethnic studies and Native American studies

        1. Research trends and new directions in Native American studies
        2. Tribal Critical Theory
        3. Sovereignty
        4. Social and historical constructions of race
        5. Blood quantum
        6. Scientific racism
        7. Ethnicity, ethnic identity
        8. Segregation, desegregation, assimilation
        9. Ethnocentrism, Eurocentrism, multiculturalism
        10. Self-determination, decolonization, liberation

    2. Theories of coloniality

        1. ~~Intersectional theory~~ Imperialism
        2. ~~Intersectionality~~ Indigeneity
        3. Diaspora

4. Migration
5. Colonization
6. Settler colonialism
7. Internal colonialism
8. Postcoloniality

3. Theories of racism and racialization
    1. ~~Class~~ Discrimination, prejudice, power, privilege
    2. ~~Gender~~ Racism
        1. Institutional racism
        2. ~~Sexuality~~ Systemic racism
        3. ~~Religion and spirituality~~ Structural racism
    3. ~~National origin~~ Racial formation
    4. ~~Immigration status~~ Racialization
    5. ~~Ability~~ White privilege, white supremacy
    6. ~~Tribal citizenship~~ Internalized oppression

2. ~~Sovereignty~~ Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with particular emphasis on agency and group affirmation.

1. Knowledge of Native Americans' way of life
    1. Diversity of Native American cultures
    2. ~~Language~~ Adaptations to the diverse environments of North America
2. ~~Age and generation~~ Political self-determination and indigenous political structures,
    1. Historical development of tribal governments and their current functions
3. Institution of family
4. Native ancestry and federally recognized Indians
    1. Tribal identity
    2. Tribal citizenship
    3. Tribal sovereignty and Sovereign Nations
    4. Tribal identification, intertribal identities and organizations, and the Fourth World
5. Inter- and intra-group conflicts
6. Indigenous migrants
7. Indigenous languages and their preservation
8. Religious, spiritual, and philosophical practices, such as the Ghost Dance
9. Sacred Sites
10. Cultural expressions involving art, food, film, literature, or music
    1. Oral tradition
    2. Visual arts

3. Music
4. Literature
5. Modern indigenous political art movements

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American communities.
    1. Intersectional theory
    2. Intersectionality
        1. Class
        2. Gender
        3. Sexuality
        4. Religion and spirituality
        5. National origin
        6. Immigration status
        7. Ability
        8. Tribal citizenship
        9. Sovereignty
        10. Language
        11. Age and generation

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted, Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

    1. The histories, lived experiences, and contemporary issues in Native American communities

        1. Cultures and origins
        2. Language groups
        3. Pre-Contact North America
        4. Imperialism and Settler-Colonialism
        5. European Colonization of North America
        6. Land and labor acquisition
        7. Treaty history of U.S. with Native American tribes
        8. Colonial policies, treaty rights, and violation

            1. "Civilization" policies
            2. Removal policies
            3. Reservation policies
            4. Termination policies
            5. Indian child welfare policies
            6. Boarding school policies
            7. Sterilization policies
            8. Trade and Intercourse Acts

9. Indian Reorganization Act

9. Institutions of missions
10. Assimilation and Allotment Periods
11. Experiences of California Indians during the Mission Period
12. Christian conversion

2. Contemporary issues
    1. Self-determination & self-governance
    2. Sovereignty rights
    3. Religious freedom
    4. Identity
    5. Land repatriation & land rights
    6. Language Retention
    7. Native American art, literature, and film
    8. Myths and stereotypes about Indigenous peoples
    9. Native American mascots
    10. Indian reservation issues
    11. Health disparities
    12. Decolonial education
    13. California Indigenous experiences and issues

14. Environmental considerations
    1. Resource management
    2. Climate change
    3. Sustainable agriculture
    4. Foodways
    5. Water rights and fish kill
    6. Mining and fracking
    7. Nuclear waste

5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native Americans to build a diverse, just, and equitable society beyond the classroom
    1. Social movements
        1. Red Power Movement
        2. American Indian Movement (AIM)
        3. Land rights and resistance to colonialism
        4. Indians' use of legal institutions
        5. Indian citizenship and conflict between tribes and State
        6. Women's rights movements, including awareness of murdered and missing indigenous women
        7. Native American grave protection and repatriation policies

8. Casino issues and policies
9. Declaration on the Rights of Indigenous Peoples (DRIP) (UN 2007)
10. Protection of Sacred Sites movements
11. Geographical/regional land resources and movements, e.g., Mauna Kea protests

2. Local social movement organizations
    1. History
    2. National level
    3. Local level
    4. Major contemporary issues

3. Native American Studies as an academic discipline and activism

- ~~Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted, Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.~~

1. ~~The histories, lived experiences, and contemporary issues in Native American communities~~
    1. ~~Cultures and origins~~
    2. ~~Language groups~~

3. ~~Pre-Contact North America~~
4. ~~Imperialism and Settler-Colonialism~~
5. ~~European Colonization of North America~~
6. ~~Land and labor acquisition~~
7. ~~Treaty history of U.S. with Native American tribes~~
8. ~~Colonial policies, treaty rights, and violation~~
    1. ~~"Civilization" policies~~
    2. ~~Removal policies~~
    3. ~~Reservation policies~~
    4. ~~Termination policies~~
    5. ~~Indian child welfare policies~~
    6. ~~Boarding school policies~~
    7. ~~Sterilization policies~~
    8. ~~Trade and Intercourse Acts~~
    9. ~~Indian Reorganization Act~~
9. ~~Institutions of missions~~
10. ~~Assimilation and Allotment Periods~~
11. ~~Experiences of California Indians during the Mission Period~~
12. ~~Christian conversion~~

2. ~~Contemporary issues~~
    1. ~~Self-determination & self-governance~~

2. ~~Sovereignty rights~~
3. ~~Religious freedom~~
4. ~~Identity~~
5. ~~Land repatriation & land rights~~
6. ~~Language Retention~~
7. ~~Native American art, literature, and film~~
8. ~~Myths and stereotypes about Indigenous peoples~~
9. ~~Native American mascots~~
10. ~~Indian reservation issues~~
11. ~~Health disparities~~
12. ~~Decolonial education~~
13. ~~California Indigenous experiences and issues~~
14. ~~Environmental considerations~~

    1. ~~Resource management~~
    2. ~~Climate change~~
    3. ~~Sustainable agriculture~~
    4. ~~Foodways~~
    5. ~~Water rights and fish kill~~
    6. ~~Mining and fracking~~
    7. ~~Nuclear waste~~

- ~~Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native Americans to build a diverse, just, and equitable society beyond the classroom~~

1. ~~Social movements~~

    1. ~~Red Power Movement~~
    2. ~~American Indian Movement (AIM)~~
    3. ~~Land rights and resistance to colonialism~~
    4. ~~Indians' use of legal institutions~~
    5. ~~Indian citizenship and conflict between tribes and State~~
    6. ~~Women's rights movements, including awareness of murdered and missing indigenous women~~
    7. ~~Native American grave protection and repatriation policies~~
    8. ~~Casino issues and policies~~
    9. ~~Declaration on the Rights of Indigenous Peoples (DRIP) (UN 2007)~~
    10. ~~Protection of Sacred Sites movements~~
    11. ~~Geographical/regional land resources and movements, e.g., Mauna Kea protests~~

2. ~~Local social movement organizations~~

    1. ~~History~~
    2. ~~National level~~
    3. ~~Local level~~
    4. ~~Major contemporary issues~~

3. ~~Native American and Indigenous Studies as an academic discipline and activism~~

Equity Based Curriculum

- ~~DE Course Interaction~~

~~**Address**~~ -

~~Course materials will be made accessible for all students with different levels of access to technology.~~

- ~~-~~ Measurable Objectives

  Address

  Measurable objectives reflect an explicit and inclusive focus on understanding the experiences of ~~underrepresented~~ Native ~~groups~~ Americans .

- Course Content

  Address

  The course content reflects careful consideration ~~on~~ of the ~~appropriate balance in the focus given to each racial, ethnic, and cultural group.~~

- ~~-~~ ~~Methods~~ experiences of ~~Instruction~~

  ~~**Address**~~ Native

  ~~Various methods in course material delivery are used to ensure equitable access for all students.~~

- ~~-~~ ~~Assignments~~

  ~~**Address**~~ -

  ~~Various types of assignments are used to develop diverse skills of all students.~~

- ~~-~~ ~~Methods of Evaluation~~

  ~~**Address**~~ -

  ~~Aligned closely with the various types of assignments that allow the development of diverse skills for all students, evaluation methods also ensure the diversity of student experience is carefully considered~~ Americans .

- Typical Texts

  Address

  Appropriate texts are selected for their specific emphases on the experiences of ~~underrepresented~~ Native ~~groups~~ Americans .

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading~~

      1. Weekly readings of assigned sections of the textbook
      2. Weekly readings of relevant research articles

   2. ~~Exams~~

2. **Assignment Type** Writing
   Add Assignment

   1. Response paper

1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Native Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective A for identifying major concepts.

2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of Native Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.

1. ~~Research~~

3. **Assignment** ~~**project**~~ - **Type** Project
Add Assignment

1. Library Research Project

1. Critically review one of the major issues facing Native American communities. Discuss how the issue is relevant to current and structural issues such as communal, national, international, and transnationalism, immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.

2. Interview project

1. Interview a family member and critically compare their lived experiences with the typical life course of a person from Native American communities to identify structural inequality. Write a paper based on the interview. Conversely, by shifting the focus of the interview, the assignment can also be useful in applying theory and knowledge produced by Native American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.

3. Evaluate Active Engagement with Community

1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by contacting and researching a local organization serving Native American communities. Identify major issues that they are facing and evaluate the

effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.

1. Student presentation

1. ~~Presentation~~ of student project

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ETHS 40, the students should be able to identify~~ Identify major concepts and theories of ethnic studies.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Read Critically : Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
2. **Outcome Text**
   ~~Upon completion of ETHS 40, the students should be able to apply~~ Apply standpoints of Native American communities to describe their lived experiences and struggles.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Read Critically : Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility,

and usefulness.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

3. **Outcome Text**
   ~~Upon completion of ETHS 40, the students should be able to critically~~ Critically analyze the intersection of
   race and ethnicity with other forms of social differences in Native American communities.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Read Critically : Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

4. **Outcome Text**
   ~~Upon completion of ETHS 40, the students should be able to evaluate~~ Evaluate active engagement with
   anti-racist and anti-colonial social justice movements in Native American communities.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Read Critically : Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility,

and usefulness.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Identify Contributions : Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

5. **Outcome Text**

~~Upon completion of ETHS 40, the students should be able to produce~~ Produce a document that analyzes

the lived experiences and struggles of Native American communities by applying major theories and

concepts of ethnic studies.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Textbooks/Materials

Textbook

1. **Author(s)** Devon A. Mihesuah
   Title So You Want to Write About American Indians? A Guide for Writers, Students, and Scholars
   Edition
   Publisher University of Nebraska Press
   Year 2005
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   It is considered an important work for the filed of Native American Studies.
2. **Author(s)** Elizabeth Cook-Lynn
   Title A Separate Country: Postcoloniality and American Indian Nations
   Edition
   Publisher 2011
   ISBN-13 Texas Tech University Press
   Year 2011
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   It is consdered an important work in the field of Native American Studies.
3. **Author(s)** K Todrys
   Title Black Snake
   Year 2021
4. **Author(s)** C Kidwell
   Title Native American Studies
   Publisher Edinburgh University Press
   Year 2019
5. **Author(s)** M Rizzo-Martinez
   Title We Are Not Animals
   Edition 1st

Publisher University of Nebraska
Year 2022
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

6. **Author(s)** B Hokowhitu
   Title Handbook of Critical Indigenous Studies
   Edition 1st
   Publisher Routledge
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
7. **Author(s)** ~~C Kidwell~~
   Title - ~~Native American Studies~~
   Edition - ~~1st~~
   Publisher - ~~Edinburgh University Press~~
   ISBN-13 -
   Year - ~~2019~~
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
8. **Author(s)** - ~~M Rizzo-Martinez~~
   Title - ~~We Are Not Animals~~
   Year - ~~2022~~
9. **Author(s)** - ~~B Hokowhitu~~
   Title - ~~Handbook of Critical Indigenous Studies~~
   Publisher - ~~Routledge~~
   Year - ~~2021~~
10. **Author(s)** - Roger Nichols
    Title American Indians in U.S. History
    Edition - ~~2~~
    Publisher University of Oklahoma Press
    Year 2014
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    It is considered seminal
11. **Author(s)** Cutcha Risling Baldy
    Title We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies
    Edition - ~~1~~
    Publisher - ~~University of Washington Press~~
    Year 2018
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    It is considered seminal.
12. **Author(s)** Frederick Hoxie
    Title The Oxford Handbook of American Indian History
    Edition 2
    Publisher University of Oxford Press
    Year 2021
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
13. **Author(s)** Kaitlin Reed

Title Settler Cannabis: From Gold Rush to Green Rush in Indigenous Northern California
Publisher University of Washington Press
Year 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

14. **Author(s)** Charles Wilkinson
Title Treaty Justice: The Northwest Tribes, the Boldt Decision, and the Recognition of Fishing Rights
Edition 1
Publisher University of Washington Press
Year 2024
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

15. **Author(s)** Joanne Barker
Title Native Acts: Law, Recognition, and Cultural Authenticity
Edition 1
Publisher Duke University Press
ISBN-13
Year 2011
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
It's considered seminal.
Or Equivalent No

16. **Author(s)** Roxanne Dunbar-Ortiz
Title An Indigenous Peoples' History of the United States
Edition 2
Publisher Beacon
ISBN-13
Year 2014
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
It is considered seminal.
Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes

Cal-GETC Yes

- 4 - Social and Behavioral Sciences
Comments
New Request No
Already approved substantial change No
Already approved unsubstantial change Yes
- 6 - Ethnic Studies
Comments
3rd attempt
New Request Yes
Already approved substantial change No

Already approved unsubstantial change No

- Transfers to UC
  Already approved unsubstantial change Yes
- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- 6 - Ethnic Studies
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date

~~08~~ 11 / ~~14~~ 01 / ~~2023~~ 2024

Parent Course

ETHS 40 - Introduction to Native American and Indigenous Studies

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/16/2024~~
- State Approval
  ~~01/31/2024~~
- CC Approval
  ~~12/06/2023~~

Instructional Services

Effective Term ~~Fall 2024~~ Fall 2025

Implementation Date ~~08/21/2024~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Ethnic Studies 40
Introduction to Native American Studies
Effective: Fall 2025

Catalog Description:

ETHS 40 - Introduction to Native American Studies
3.00 Units

This course introduces students to the interdisciplinary approach of Native American Studies and its major concepts and analyses. A critical lens will be employed to understand the various ways in which Native communities have fought, struggled, and survived settler colonialism. By relying on social justice and anti-colonial tradition, the course examines the histories, current issues, and the unique lived experiences of Native Americans and the intersection of racial and ethnic identities with other forms of social identity such as class, gender, sexuality, religion, and indigeneity.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Ethnic Studies

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 and articulate major concepts of Native American studies, including but not limited to, sovereignty, self-determination, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, liberation, decolonization, imperialism, settler colonialism, sovereignty, and anti-racism
B. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with particular emphasis on agency and group-affirmation.

C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted, Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
D. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American communities.
E. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American to build a diverse, just, and equitable society beyond the classroom

Course Content:

1. Analyze and articulate major concepts of Native American studies, including but not limited to, sovereignty, self-determination, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, liberation, decolonization, imperialism, settler colonialism, sovereignty, and anti-racism
    1. Basic concepts and theories of ethnic studies and Native American studies
        1. Research trends and new directions in Native American studies
        2. Tribal Critical Theory
        3. Sovereignty
        4. Social and historical constructions of race
        5. Blood quantum
        6. Scientific racism
        7. Ethnicity, ethnic identity
        8. Segregation, desegregation, assimilation
        9. Ethnocentrism, Eurocentrism, multiculturalism
        10. Self-determination, decolonization, liberation
    2. Theories of coloniality
        1. Imperialism
        2. Indigeneity
        3. Diaspora
        4. Migration
        5. Colonization
        6. Settler colonialism
        7. Internal colonialism
        8. Postcoloniality
    3. Theories of racism and racialization
        1. Discrimination, prejudice, power, privilege
        2. Racism
            1. Institutional racism
            2. Systemic racism

        3. Structural racism
    3. Racial formation
    4. Racialization
    5. White privilege, white supremacy
    6. Internalized oppression
2. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with particular emphasis on agency and group affirmation.
    1. Knowledge of Native Americans' way of life
        1. Diversity of Native American cultures
        2. Adaptations to the diverse environments of North America
    2. Political self-determination and indigenous political structures,
        1. Historical development of tribal governments and their current functions
    3. Institution of family
    4. Native ancestry and federally recognized Indians
        1. Tribal identity
        2. Tribal citizenship
        3. Tribal sovereignty and Sovereign Nations
        4. Tribal identification, intertribal identities and organizations, and the Fourth World
    5. Inter- and intra-group conflicts
    6. Indigenous migrants
    7. Indigenous languages and their preservation
    8. Religious, spiritual, and philosophical practices, such as the Ghost Dance
    9. Sacred Sites
    10. Cultural expressions involving art, food, film, literature, or music
        1. Oral tradition
        2. Visual arts
        3. Music
        4. Literature
        5. Modern indigenous political art movements
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American communities.
    1. Intersectional theory
    2. Intersectionality
        1. Class
        2. Gender
        3. Sexuality
        4. Religion and spirituality

5. National origin
6. Immigration status
7. Ability
8. Tribal citizenship
9. Sovereignty
10. Language
11. Age and generation

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted, Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
    1. The histories, lived experiences, and contemporary issues in Native American communities
        1. Cultures and origins
        2. Language groups
        3. Pre-Contact North America
        4. Imperialism and Settler-Colonialism
        5. European Colonization of North America
        6. Land and labor acquisition
        7. Treaty history of U.S. with Native American tribes
        8. Colonial policies, treaty rights, and violation
            1. "Civilization" policies
            2. Removal policies
            3. Reservation policies
            4. Termination policies
            5. Indian child welfare policies
            6. Boarding school policies
            7. Sterilization policies
            8. Trade and Intercourse Acts
            9. Indian Reorganization Act
        9. Institutions of missions
        10. Assimilation and Allotment Periods
        11. Experiences of California Indians during the Mission Period
        12. Christian conversion
    2. Contemporary issues
        1. Self-determination & self-governance
        2. Sovereignty rights
        3. Religious freedom
        4. Identity
        5. Land repatriation & land rights

6. Language Retention
7. Native American art, literature, and film
8. Myths and stereotypes about Indigenous peoples
9. Native American mascots
10. Indian reservation issues
11. Health disparities
12. Decolonial education
13. California Indigenous experiences and issues
14. Environmental considerations
    1. Resource management
    2. Climate change
    3. Sustainable agriculture
    4. Foodways
    5. Water rights and fish kill
    6. Mining and fracking
    7. Nuclear waste

5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native Americans to build a diverse, just, and equitable society beyond the classroom
    1. Social movements
        1. Red Power Movement
        2. American Indian Movement (AIM)
        3. Land rights and resistance to colonialism
        4. Indians' use of legal institutions
        5. Indian citizenship and conflict between tribes and State
        6. Women's rights movements, including awareness of murdered and missing indigenous women
        7. Native American grave protection and repatriation policies
        8. Casino issues and policies
        9. Declaration on the Rights of Indigenous Peoples (DRIP) (UN 2007)
        10. Protection of Sacred Sites movements
        11. Geographical/regional land resources and movements, e.g., Mauna Kea protests
    2. Local social movement organizations
        1. History
        2. National level
        3. Local level
        4. Major contemporary issues
    3. Native American Studies as an academic discipline and activism

Methods of Instruction:

1. Lecture
2. Discussion - Lead class discussions or post online discussion boards that will help students employ ethnic studies frameworks to the concepts of race, ethnicity, power, resistance, and decoloniality. This should also model good questioning techniques for students to advance their knowledge about course topics. Create student-led discussion leadership to take place in class to provide an opportunity both to work with others and to encourage long-term retention of the material.
3. Audio-visual Activity - Play video clips, films, and music in class as either: 1) a means of providing historical context; or 2) examples of Native American studies arguments about immigration, migration, ethnicity, intersectionality, healing, and/or resistance and develop class exercises around analyzing these media from an Native American studies perspective.
4. Guest Lecturers - Invite local guest lecturers to class in order to present on issues of social justice, intersectionality, colonization, decoloniality, social movements, and collective cultural memory which will encourage independent and rational discussion of ideas central to Native American studies
5. Student Presentations - Research project presentation

Typical Assignments

A. Reading:
    1. Weekly readings of assigned sections of the textbook
    2. Weekly readings of relevant research articles
B. Writing:
    1. Response paper
        1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Native Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective A for identifying major concepts.
        2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of Native Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.
C. Project:
    1. Library Research Project
        1. Critically review one of the major issues facing Native American communities. Discuss how the issue is relevant to current and structural issues such as communal, national, international, and transnationalism, immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.
    2. Interview project
        1. Interview a family member and critically compare their lived experiences with the typical life course of a person from Native American communities to identify structural inequality. Write a paper based on the interview. Conversely, by shifting the focus of the interview, the assignment can also be useful in applying theory and knowledge

produced by Native American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.

3. Evaluate Active Engagement with Community
    1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by contacting and researching a local organization serving Native American communities. Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.
4. Student presentation of student project

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Biweekly
C. Research Projects
    1. At the end of semester
D. Papers
    1. Monthly
E. Oral Presentation
    1. At the end of semester
F. Class Participation
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Identify major concepts and theories of ethnic studies.
B. Apply standpoints of Native American communities to describe their lived experiences and struggles.
C. Critically analyze the intersection of race and ethnicity with other forms of social differences in Native American communities.
D. Evaluate active engagement with anti-racist and anti-colonial social justice movements in Native American communities.
E. Produce a document that analyzes the lived experiences and struggles of Native American communities by applying major theories and concepts of ethnic studies.

Textbooks (Typical):

Textbook:

1. Devon A. Mihesuah *So You Want to Write About American Indians? A Guide for Writers, Students, and Scholars.*, University of Nebraska Press, 2005.

2. Elizabeth Cook-Lynn *A Separate Country: Postcoloniality and American Indian Nations.*, 2011, 2011.
3. K Todrys *Black Snake*. 1st ed., University of Nebraska, 2021.
4. C Kidwell *Native American Studies*. 1st ed., Edinburgh University Press, 2019.
5. M Rizzo-Martinez *We Are Not Animals*. 1st ed., University of Nebraska, 2022.
6. B Hokowhitu *Handbook of Critical Indigenous Studies*. 1st ed., Routledge, 2021.
7. Roger Nichols *American Indians in U.S. History*. 2 ed., University of Oklahoma Press, 2014.
8. Cutcha Risling Baldy *We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies*. 1 ed., University of Washington Press, 2018.
9. Frederick Hoxie *The Oxford Handbook of American Indian History*. 2 ed., University of Oxford Press, 2021.
10. Kaitlin Reed *Settler Cannabis: From Gold Rush to Green Rush in Indigenous Northern California*. 1 ed., University of Washington Press, 2023.
11. Charles Wilkinson *Treaty Justice: The Northwest Tribes, the Boldt Decision, and the Recognition of Fishing Rights*. 1 ed., University of Washington Press, 2024.
12. Joanne Barker *Native Acts: Law, Recognition, and Cultural Authenticity*. 1 ed., Duke University Press, 2011.
13. Roxanne Dunbar-Ortiz *An Indigenous Peoples' History of the United States*. 2 ed., Beacon, 2014.

LAS POSITAS COLLEGE

Course Outline for Environmental Studies 5
Energy and Sustainability
Effective: Fall 2025

Catalog Description:

EVST 5 - Energy and Sustainability
3.00 Units

Introduction and exploration of Energy production, utilization, management, and the effects on society and the environment. This course will also compare and contrast current and future renewable and non renewable methods of energy generation, auditing, and conservation.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Chemistry, or Physics/Astronomy

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 scientific principles underlying various forms of energy including the interaction of the Earth and Sun
B. Use the scientific terminology for energy and associated units
C. Describe and discuss historical and technological changes in the production and use of Energy
D. Describe and discuss current primary methods of energy production locally, and globally
E. Discuss the physical, political, and economic factors in energy production
F. Describe and discuss the role of energy in key sectors of the economy, including transportation, manufacturing, agriculture, electricity, water. and heating

G. Discuss the advantages and disadvantages of various forms of energy use and production, including the social, economic and the environmental effects of each method
H. Discuss current and proposed methods of energy conservation, including Auditing, recycling, and reducing waste energy
I. Describe and discuss emerging renewable energy technologies
J. Discuss the advantages and disadvantages, and appropriate use of renewable energy technologies

Course Content:

1. The Science of Energy.
    1. Relationship to mass, motion, Force, and Work
    2. Energy Units
    3. Kinetic and Potential Energy
    4. Energy Conservation
    5. Thermal Energy
    6. Heat Engines and Entropy
    7. Radiation
    8. Geologic Energy Sources
    9. Mass and Energy
    10. Energy from the Sun
2. Interaction of Earth and Sun
    1. Atmosphere of Earth
    2. Absorption, scattering, and transparency of atmosphere
    3. Formation of Life
    4. Photosynthetic processes
    5. Biological Energy Storage and Transport
    6. Creation of fossil Fuels.
    7. Greenhouse effect and Climate Change
3. History of Energy Technology
    1. Preindustrial Technology
    2. Early water and wind technology
    3. Heat engines and industrial revolution
    4. transportation systems
    5. development and use of current fuels and energy productions systems
4. Contemporary Energy Technologies overview
    1. Renewable vs. Non-Renewable
    2. National Electrical Grid
    3. Use of Coal, fossil Fuels, natural Gas
    4. Nuclear Power
    5. Total energy Budget
        1. National
        2. Global
        3. Projections
5. Renewable Technologies
    1. Bioenergy

2. Solar thermal energy
3. Photovoltaic Power
4. Hydropower
5. Tidal Energy
6. Wave Energy
7. Wind Power
8. Geothermal Power
9. Alternative Transportation Systems

6. Energy Conservation
    1. Energy Auditing
    2. Insulation and Waste Energy
    3. Fuel Economy and Electric Vehicles
    4. Sustainable Building practices
7. Energy and Future
    1. Population growth and Energy Use
    2. Reducing Greenhouse Gasses
    3. Public and Alternative Transportation
    4. Sustainable Development

Methods of Instruction:

1. Lecture - (may include demonstrations, video, and computer-based simulations)
2. Discussion - Group discussion of Assigned reading and Contemporary Topics
3. Field Trips - Field trips (may include scheduled field trips to off-campus locations in the Greater Bay Area)
4. Written Exercises - Written assignments
5. Individual and group skill building activities
6. Oral presentations
7. Directed Internet based Research
8. Journal article review or research
9. Reading from Textbook and Current periodicals

Typical Assignments

A. Other:
    1. Complete weekly readings
    2. Research paper on relevant and current issues of energy and sustainability.
    3. Prepare one or more oral presentations to be done individually or as a group.
    4. Complete a home energy Audit and Summarize the results.

Methods of Evaluating Student Progress

A. Quizzes
    1. 4 – 8
B. Research Projects
    1. 1-3

C. Oral Presentation
    1. 1-10
D. Class Participation
    1. daily
E. Exams/Tests
    1. 1-3 midterms and a final exam

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Evaluate energy efficiency in residential spaces and develop a plan to reduce energy use and cost.
B. Assess the efficacy of commercial methods of energy generation (e.g., fossil fuels, solar, wind) by analyzing economic factors, environmental effects, and scientific data.
C. Explain the practical meaning of sustainability in terms of climate change and environmental degradation on a planet with limited resources and a growing population.

Textbooks (Typical):

Textbook:

1. Richard A Dunlap *Sustainable Energy.* 1st ed., Cengage Learning, 2015.
2. Saeed Moaveni *Energy, Environment and Sustainability.* 1st ed., Cengage Learning, 2018.
3. Roger Hinrichs, Merlin Kleinbach *Energy and Its Use in the Environment.* 5th ed., Cengage Learning, 2013.
4. Robert A Ristinen, Jack J Kraushaar, Jeffrey Brack *Energy and the Environment.* 3rd ed., Wiley, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Access to the Internet and computers, through the LPC Computer Center, or access to a personal computer at home with an Internet connection.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: FREN 1A - Beginning French

Course Modification: FREN 1A - Beginning French (Launched - Implemented 10-31-2024)
compared with
FREN 1A - Beginning French (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025
Catalog Description
This introductory ~~-~~ - level course will enable students to begin speaking, reading , and writing elementary ~~-~~ - level French ~~as~~ and ~~well as understanding~~ understand the spoken language. ~~—~~ _ Students are introduced to concepts of grammar, vocabulary , pronunciation, and beginning verb tenses in a variety of auditory, visual , and written contexts.
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Credit for Prior Learning

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam ~~Yes~~ No
Additional Detail (List articulated courses, etc.) ~~Yes~~ No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
~~Draft Exam submitted, 11/17/2022~~

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text** _
   Select appropriate prepositions of place when describing locations and using geographical nouns.
2. **Objective Text** _
   Determine the correct form of definite and indefinite articles in simple sentences.
3. **Objective Text** _

Use the present perfect with the helping verb avoir in simple sentences.

4. **Group Title** Identify basic parts of a sentence in French;
5. **Group Title** Use nouns and accompanying adjectives in correct form;
6. **Group Title** Use regular and key irregular verbs in the present tense;
7. **Group Title** Use the immediate future tense in short sentences;
8. **Group Title** Use singular and plural possessive adjectives appropriately;
9. **Group Title** Speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather ;
10. ~~Group~~ , ~~Title~~ locations ~~Summarize~~ around ~~a video episode in simple French sentences~~ town ;
11. **Group Title** Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
12. **Group Title** Use knowledge of English to recognize French cognates as an aid to comprehension;
13. **Group Title** Recognize, discuss and compare several aspects of the culture and society of several Francophone countries, in English.
14. **Group Title** Ask and answer questions in the present tense.

Course Content

Lecture Content

1. Review of basic grammatical terminology, parts of speech
2. Gender and number agreement of nouns and adjectives
3. Subject pronouns
4. Basic prepositions
5. Present tense of regular and irregular verbs
6. Use the immediate future tense in short sentences
7. Use the present perfect with the helping verb avoir in simple sentences.
8. Possessive adjectives
9. Forming and answering questions :
10. Basic vocabulary on topics such as numbers, foods, clothing, physical description, time and dates , weather ; , locations around town, school subjects, family, leisure activities, etc.
11. Speak in short sentences using simple vocabulary on beginning topics
12. Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
13. Introduction to the use of English cognates to recognize French vocabulary ;

14. Introduction of reading strategies to deduce meaning if it is not apparent ~~.~~

    1. This includes a comparison of English and French syntax ~~;~~

15. Using context for clues to meaning ~~;~~

16. Introduction to translating by word groups rather than word ~~-~~ - for ~~-~~ - word ~~;~~

17. Introduction to Francophone culture and history through readings, videos, and computer software: daily life, tourist attractions, geography, social and political structure, educational system, etc.

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Short videos or podcasts demonstrating Francophone culture, language, or grammar
- Classroom Activity
  Comments
  Games, worksheets, dialogues for practice in context.
- Guest Lecturers
  Comments
  Native speakers should be invited to speak to the class when possible
- Lab
  Comments
  Instructor working one ~~-~~ - on ~~-~~ - one with students in the language lab on pronunciation , listening activities, and spoken structures.
- Lecture
  Comments
  ~~Instructor~~ The instructor will explain and elaborate on grammar, vocabulary , and culture to elucidate the content. ~~Instructor~~ The instructor will present additional examples for students from the textbook or online sources. The instructor will provide opportunities for listening comprehension practice.
- Student Presentations
  Comments
  Students may present a final summary of course materials for the class .

Equity Based Curriculum

- ~~DE Course Interaction~~ Assignments
  Address

Practice assignments should alternate between a variety of learning styles

- Typical Texts
  Address
  Two options for low-cost textbooks have been selected for instruction of this course.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. Paragraph: 6-8 sentences in present indicative tense.

      1. Write about your life in California.

      2. Describe your family.

2. **Assignment Type** Other
   Add Assignment

   1. Homework exercises ~~completed on-line,~~ such as:

      1. Recognition tasks, matching, true/false, fill-in-the-blank
      2. Changing the subject of a sentence and making any other necessary changes
      3. Changing the tense of a sentence.
      4. Reacting to pictures or situations involving comprehension and use of new structures
      5. Creating personal responses using new vocabulary and structures
      6. Creating who, what, when, where, why questions
      7. Reading comprehension questions which call for evaluation, comparison, contrast
      8. Listening comprehension practice with native speaker videos or podcasts
      9. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension
      10. Taking self-tests in preparation for classroom tests or quizzes

2. ~~Class participation~~

    1. ~~Engaged in class, actively working with partner speaking in French when possible~~

3. ~~Paragraph: 6-8 sentences in present indicative tense.~~

    1. ~~Write about your life in California.~~
    2. ~~Describe your family.~~

4. Oral Presentation: Student summary, in French, of topics covered in the course.

    1. What do they like to do? (using the present tense, future proche, articles, correct gender ~~;~~ and ~~sentence~~ syntax)

5. Practice ~~structure)~~ assignments should alternate between a variety of learning styles

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of FREN 1A, the student should be able to communicate~~ Communicate orally at the beginning level.
2. **Outcome Text**
   ~~Upon completion of FREN 1A, the student should be able to comprehend~~ Comprehend spoken French at the beginning level.
3. **Outcome Text**
   ~~Upon completion of FREN 1A, the student should be able to write~~ Write at the beginning level.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject ~~- (test)~~
   Requisite Course ~~- Eligib - (Historical)~~

Comments Eligibility for ENGL C1000

Requisite Validation ~~Content Review~~ Advisory

~~**Skills Analysis**~~

~~**Requisite Course Objective(s)**~~

- ~~- Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Annotate a text during the act of reading~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Employ strategies that enable a critical evaluation of a text~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Respond critically to a text through class discussions and writing~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Write effective summaries of texts that avoid wording and sentence structure of the original~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Respond to texts drawing on personal experience and other texts~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Organize coherent essays around a central idea or a position~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Apply structural elements in writing that are appropriate to the audience and purpose~~
  ~~**Degree of Importance** - Required~~
- ~~- Provide appropriate and accurate evidence to support positions and conclusions~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Utilize effective grammar recall to check sentences for correct grammar and mechanics~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Proofread his/her own and others' prose~~
  ~~**Degree of Importance** - Recommended~~

Catalog View **Recommended Course Preparation:** ~~=~~ ~~Eligib~~ Eligibility for ENGL C1000

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  with one possible midterm (optional) and one final exam or final project
- Quizzes

Frequency

~~chapter~~ Unit/Module quizzes about every 2 weeks ~~;~~

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Explain how the decision was made to offer this course in a Distance Education mode.

In conjunction with my ~~supervisors~~ supervisor , ~~Dr. Stuart McElderry and~~ Amy Mattern, in addition to requests from students.

[Prior note]

1) Increasing difficulty for students to be on campus because of work schedules. Enrollments seem to be increasing for courses that offer a DE component, which indicates their desirability to today's ~~student~~ students . I have spoken with the Dean of Arts and Humanities about this need and received approval for this course development.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Participate in each discussion board assigned, and provide feedback to each student. 2- 3 ~~-4~~ _ assigned per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Feedback on ~~every~~ homework, ~~quiz~~ quizzes , writing ~~assignment~~ assignments , and submitted ~~speaking~~ ~~samples~~ spoken recordings .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~3~~ 1 - ~~4~~ 2 announcements per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Once weekly during office hours.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  ~~5~~ Using ~~Facebook~~ Pronto or ~~Instagram~~ the ~~posts/week~~ Chat feature in Canvas .
- **Other:**
  Frequency
  Recorded feedback in response to student ~~speaking~~ spoken ~~samples~~ recordings in French.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency

2- 3 ~~-4~~ per semester .

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Pronto or the chat tool in Canvas .
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  2 per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  Student-led study sessions will be ~~held~~ encouraged at least once per week.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  2- 3 ~~-4~~ discussion board assignments per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Between 6-8 quizzes per semester, and a final exam ~~:~~ or cumulative project
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency
  Included in weekly practice assignments.
- **Games:** *Games will be used to reinforce learned material.*
  Frequency
  Weekly. Ex: Duolingo
- ~~**Brainstorming**~~ **Projects :** ~~*Brainstorming*~~ *Students will* ~~*be*~~ *complete* ~~*used*~~ *projects* ~~*to*~~ *that* ~~*promote*~~ *demonstrate* ~~*creative*~~ *their* ~~*thinking*~~ *mastery of outcomes of the course* .
  Frequency
  ~~1-2~~ A ~~times~~ final ~~per~~ project ~~semester~~ may be used for the final method of evaluation for the course .
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  Frequency
  2 times per semester.
- ~~**Other:**~~ Mid-term

Frequency evaluation
1 for per student semester feedback .

- **Other:**
  Frequency
  Recorded speaking samples on topics in French.

Textbooks/Materials

Software ~~Yes~~ No
Textbook

1. **Author(s)** ~~Albert~~ Eliane ~~Valdman, Cathy Pons, Ellen Scullen~~ Kurbegov
   Title ~~Chez~~ Practice ~~Nous~~ Makes Perfect: Basic French
   Edition ~~4~~
   ~~**Publisher**~~ 3rd ~~Pearson~~
   ~~**ISBN-13**~~ Edition
   ~~**Year**~~ - ~~2013~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~ -
   ~~Peer Reviewed: "Chez nous is one of the few books on the market that has given grammar the attention it deserves. The authors are clearly aware of the issues involving grammar pedagogy, and they have admirably integrated findings from the field of applied linguistics into the development of their grammar explanations and activities. I appreciate the fact that, usually, the activities are not mechanical drills; instead, they are developed in a way that attempts to mirror naturally occurring discourse."~~
   ~~**Or Equivalent**~~ - ~~No~~
2. ~~**Author(s)**~~ - ~~Joan Manley, Stuart Smith, Marc Prévost, John T. McMinn-Reyna~~
   ~~**Title**~~ - ~~Horizons~~
   ~~**Edition**~~ - ~~7~~
   ~~**Publisher**~~ - ~~Cengage~~
   ~~**ISBN-13**~~ -
   ~~**Year**~~ - ~~2019~~
   ~~**Or Equivalent**~~ - ~~No~~
3. ~~**Author(s)**~~ - ~~Evelyne Amon, Judith Muyskens, Alice Omaggio-Hadley~~
   ~~**Title**~~ - ~~Vis-à-Vis~~
   ~~**Edition**~~ - ~~7~~
   Publisher McGraw Hill
   ISBN-13 978-1264257317
   Year ~~2019~~
4. ~~**Author(s)**~~ - ~~James G. Mitchell, Cheryl Tano~~
   ~~**Title**~~ - ~~Promenades: a travers le monde francophone~~
   ~~**Edition**~~ - ~~3~~
   ~~**Publisher**~~ - ~~Vista Higher Learning~~
   ~~**ISBN-13**~~ -
   ~~**Year**~~ - ~~2018~~ 2021

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent ~~No~~ Yes

~~**Software**~~

1. **Author(s)** _ Laura K. Lawless
   Title ~~Promenades:~~ French ~~a~~ Workbook ~~travers~~ For ~~le monde francophone~~ Dummies
   Edition ~~/Version~~ ~~3~~ 1st Edition
   Publisher ~~/Manufacturer~~ _ For Dummies
   ISBN-13 _ 978-1119982036
   Year _ 2022
   Or Equivalent _ Yes
2. **Author(s)** _ James G. Mitchell, Cheryl Tano
   Title _ Portails 2.0: Introductory French
   Edition _
   Publisher Vista Higher Learning
   ~~**Description**~~ **ISBN-13**
   ~~SuperSite code with virtual text purchased by students to access online workbook.~~
   9781543394153
   ~~**Or Equivalent**~~ **Year** ~~No~~ 2023

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

Las Positas College GE ~~Yes~~ No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date
10/ 08/ ~~05/2021~~ 2024

Parent Course
FREN 1A - Beginning French
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~04/18/2023~~
- State Approval

~~04/19/2023~~

- CC Approval

~~03/06/2023~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date ~~-~~
~~01/01/2019~~

10/31/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for French 1A
Beginning French
Effective: Fall 2025

Catalog Description:

FREN 1A - Beginning French
5.00 Units

This introductory-level course will enable students to begin speaking, reading, and writing elementary-level French and understand the spoken language. Students are introduced to concepts of grammar, vocabulary, pronunciation, and beginning verb tenses in a variety of auditory, visual, and written contexts.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Discipline:

Foreign Languages

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Select appropriate prepositions of place when describing locations and using geographical nouns.
B. Determine the correct form of definite and indefinite articles in simple sentences.
C. Use the present perfect with the helping verb avoir in simple sentences.
D. Identify basic parts of a sentence in French;
E. Use nouns and accompanying adjectives in correct form;
F. Use regular and key irregular verbs in the present tense;
G. Use the immediate future tense in short sentences;
H. Use singular and plural possessive adjectives appropriately;

I. Speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather, locations around town;
J. Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
K. Use knowledge of English to recognize French cognates as an aid to comprehension;
L. Recognize, discuss and compare several aspects of the culture and society of several Francophone countries, in English.
M. Ask and answer questions in the present tense.

Course Content:

1. Review of basic grammatical terminology, parts of speech
2. Gender and number agreement of nouns and adjectives
3. Subject pronouns
4. Basic prepositions
5. Present tense of regular and irregular verbs
6. Use the immediate future tense in short sentences
7. Use the present perfect with the helping verb avoir in simple sentences.
8. Possessive adjectives
9. Forming and answering questions
10. Basic vocabulary on topics such as numbers, foods, clothing, physical description, time and dates, weather, locations around town, school subjects, family, leisure activities, etc.
11. Speak in short sentences using simple vocabulary on beginning topics
12. Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
13. Introduction to the use of English cognates to recognize French vocabulary
14. Introduction of reading strategies to deduce meaning if it is not apparent
    1. This includes a comparison of English and French syntax
15. Using context for clues to meaning
16. Introduction to translating by word groups rather than word-for-word
17. Introduction to Francophone culture and history through readings, videos, and computer software: daily life, tourist attractions, geography, social and political structure, educational system, etc.

Methods of Instruction:

1. Lab - Instructor working one-on-one with students in the language lab on pronunciation, listening activities, and spoken structures.
2. Lecture - The instructor will explain and elaborate on grammar, vocabulary, and culture to elucidate the content. The instructor will present additional examples for students from the textbook or online sources. The instructor will provide opportunities for listening comprehension practice.
3. Classroom Activity - Games, worksheets, dialogues for practice in context.
4. Student Presentations - Students may present a final summary of course materials for the class.
5. Audio-visual Activity - Short videos or podcasts demonstrating Francophone culture, language, or grammar
6. Guest Lecturers - Native speakers should be invited to speak to the class when possible
7. Responding in French to questions posed by instructor or other students using the structures and vocabulary under study.

8. Viewing video in French or occasionally in English to introduce cultural materials or stories which promote discussion
9. Reviewing difficult text or workbook assignments such as true/false, fill-in-the-blank, changing subject and make any other necessary changes in the sentence
10. Creating sentences and dialogues in pairs or groups
11. Playing games in French (such as guessing games)
12. Interviewing another student and reporting information to the class
13. Summarizing the content of a video episode or cultural reading
14. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
15. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in French, or a more complex analysis in English.

Typical Assignments

A. Writing:
    1. Paragraph: 6-8 sentences in present indicative tense.
        1. Write about your life in California.
        2. Describe your family.
B. Other:
    1. Homework exercises such as:
        1. Recognition tasks, matching, true/false, fill-in-the-blank
        2. Changing the subject of a sentence and making any other necessary changes
        3. Changing the tense of a sentence.
        4. Reacting to pictures or situations involving comprehension and use of new structures
        5. Creating personal responses using new vocabulary and structures
        6. Creating who, what, when, where, why questions
        7. Reading comprehension questions which call for evaluation, comparison, contrast
        8. Listening comprehension practice with native speaker videos or podcasts
        9. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension
        10. Taking self-tests in preparation for classroom tests or quizzes
    2. Oral Presentation: Student summary, in French, of topics covered in the course.
        1. What do they like to do? (using the present tense, future proche, articles, correct gender and syntax)
    3. Practice assignments should alternate between a variety of learning styles

Methods of Evaluating Student Progress

A. Class Participation
    1. daily
B. Home Work
    1. daily
C. Exams/Tests

1. with one possible midterm (optional) and one final exam or final project

D. Papers
    1. 1 paper due before midterm. 2nd paper due before final exam.
E. Quizzes
    1. Unit/Module quizzes about every 2 weeks
F. Oral Presentation
    1. one at the end of term.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Communicate orally at the beginning level.
B. Comprehend spoken French at the beginning level.
C. Write at the beginning level.

Textbooks (Typical):

Textbook:

1. Eliane Kurbegov *Practice Makes Perfect: Basic French*. 3rd Edition ed., McGraw Hill, 2021.
2. Laura K. Lawless *French Workbook For Dummies*. 1st Edition ed., For Dummies, 2022.
3. James G. Mitchell, Cheryl Tano *Portails 2.0: Introductory French.*, Vista Higher Learning, 2023.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: GDDM 45A - Digital Painting I

Course Modification: GDDM 45A - Digital Painting I (Launched - Implemented 10-12-2024)
compared with
GDDM 45A - Digital Painting I (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025
Catalog Description
Students will be introduced to fundamental techniques of digital painting as well as hardware and software considerations. Students will -
_ create paintings from observation as well as from imagination. Course will focus on translating traditional painting principals into the digital realm.
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Exploration of digital painting software and stylus.
2. Organization and application of the basic formal elements and principles of design as they relate to digital painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Use and application of digital painting tools.
5. Development of expressive content through manipulation of mark, color, value, and composition.

Lab Content

1. Create paintings using reference images and from real life, focusing on behavior of light and shadow

    1. Compositional painting with basic shapes
    2. Compositional painting with still life setups

2. Create paintings using reference images focusing on anatomy
    1. Head study
    2. Anatomy study
    3. Clothed figure study

3. Develop core drawing skills using digital tools
    1. Grid method for drawing
    2. Drawing negative shapes

4. Develop core digital painting techniques using blending and edge control exercises

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  Lectures, demonstrations, lab time, critiques.
- Critique
  Comments
  class critiques on each other's work for feedback and comments
- Demonstration
  Comments
  instructor will demonstrate core skills needed for exercises and projects
- Lab
  Comments
  students will have lab time to work on exercises and projects
- Projects

Comments

students will have several projects over the course of the semester

- Student Presentations

  Comments

  students will present their work to explain their creative process

1. **Explain**

   ~~Portfolios~~ student will create works suitable for inclusion in their portfolio

Equity Based Curriculum

- Assignments

  Address

  Assignments are creative and open ended, allowing students to interpret themes and ideas to express their own background, culture, and identity.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other

   Add Assignment

   1. Assignments are creative and open ended, allowing students to interpret themes and ideas to express their own background, culture, and identity.

2. **Assignment Type** Project

   Add Assignment

   1. Using photo references to create a head study, drapery study, figure study
   2. Create a painting with custom brushes and textures to mimic traditional media.
   3. Ceate an exterior or interior scene with architectural elements applying basic principles of perspective
   4. Create a still life in class and create a digital painting based on observation ~~:~~
   5. Design an object from imagination and render it ~~:~~
   6. ~~Ceate~~ ~~an~~ using ~~exterior~~ values ~~or interior scene with architectural elements.~~

7. ~~Create a painting with custom brushes and textures to mimic traditional media.~~ only

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of GDDM 45A, the student should be able to compare~~ Compare and contrast different available software and hardware tools for digital painting.
2. **Outcome Text**
   ~~Upon completion of GDDM 45A, the student should be able to compose~~ Compose paintings with the elements and principles of visual art and design.
3. **Outcome Text**
   ~~Upon completion of GDDM 45A, the student should be able to paint~~ Paint with a variety of techniques and software.
4. **Outcome Text**
   ~~Upon completion of GDDM 45A, the student should be proficient~~ Proficient with digital painting software and techniques.

Requisites/Requisite Validation

Requisites

1. ~~**Requisite Type** - Recommended Course Preparation~~
   ~~**Subject** - GDDM (Graphic Design & Digital Media)~~
   ~~**Requisite Course** - GDDM 53 - Photoshop I(Historical)~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Create new Photoshop documents and open existing Photoshop documents to edit or manipulate them, integrate elements from photographs and other Photoshop documents, using low intermediate masking techniques, into one another with some degree of expertise and believability.~~
   - ~~- Begin to understand pixel density as it pertains to image size and quality, and how this makes raster images different from images created in vector drawing programs.~~
   - ~~- Use various Photoshop tools and techniques as required by the projects, including: low-intermediate level masking and blending, typographic manipulation and distortion, creation of simple Brushes, Patterns, and Gradients.~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Analyze a project to determine possible technical strategies in terms of Photoshop tools and techniques for image creation;~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~- Organize Layers Panel for proper workflow and to create desired visual effects using Groups, Clipping Masks, Layer Masks, Filters, Art Boards, and Blend Modes.~~
   - ~~- Use Photoshop to create a visual layout for web design.~~

~~**Degree of Importance** - Not Necessary~~

2. **Requisite Type** Recommended Course Preparation
   Subject ARTS (Art)
   Requisite Course ARTS 2A - Introduction to Drawing(Active)
   Requisite Validation ~~Content Review~~ Advisory
   Skills Analysis
   Requisite Course Objective(s)

   - Accurately render three-dimensional objects on a two-dimensional surface from observation
     ~~**Degree of Importance** - Required~~
   - Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
     ~~**Degree of Importance** - Required~~
   - Utilize a variety of lines and mark-making in drawing
     Degree of Importance Recommended
   - Organize spaces and objects within a drawing according to basic principles of design and composition
     Degree of Importance ~~Required~~ Recommended
   - Utilize and apply a wide range of drawing materials and techniques
   - Accurately describe forms and space through gradations of value
     Degree of Importance Recommended
   - Develop expressive content through manipulation of line, form, value, and composition
     Degree of Importance Recommended
   - Evaluate and critique class projects using relevant terminology in oral or written formats
     Degree of Importance Not Necessary
   - Examine and describe historical and contemporary developments, trends, materials, and aproaches in drawing
     Degree of Importance Not Necessary

3. **Requisite Type** _ Recommended Course Preparation
   Subject _ GDDM (Graphic Design & Digital Media)
   Requisite Course _ GDDM 53 - Adobe Photoshop I(Active)
   Requisite Validation _ Advisory
   Skills Analysis
   Requisite Course Objective(s)

   - _ Create new Photoshop documents and open existing Photoshop documents to edit or manipulate them, integrate elements from photographs and other Photoshop documents, using low intermediate masking techniques, into one another with some degree of expertise and believability.
     Degree of Importance _ Recommended
   - _ Begin to understand pixel density as it pertains to image size and quality, and how this makes raster images different from images created in vector drawing programs.
     Degree of Importance _ Recommended
   - _ Use various Photoshop tools and techniques as required by the projects, including: low-intermediate level masking and blending, typographic manipulation and distortion, creation of simple Brushes, Patterns, and Gradients.

Degree of Importance Not Necessary

- Analyze a project to determine possible technical strategies in terms of Photoshop tools and techniques for image creation;
  Degree of Importance Not Necessary
- Organize Layers Panel for proper workflow and to create desired visual effects using Groups, Clipping Masks, Layer Masks, Filters, Art Boards, and Blend Modes.

Catalog View Recommended Course Preparation: ~~GDDM~~ ARTS ~~53~~ 2A with a minimum grade of C, ~~ARTS 2A with a minimum grade of C~~ GDDM 53 with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Oral Presentation
  Frequency
  ~~Frequency:~~ Per major project. Students will be assigned 4 major projects over the course of the semester.
- Projects
  Frequency
  ~~Frequency:~~ Students will be assigned 4 major projects over the course of the semester.
- Class Participation
  Frequency
  ~~Frequency:~~ Daily
- Home Work
  Frequency
  ~~Frequency:~~ Weekly.

Distance Education

Does (or will) this course have a DE component? Yes
Effective Term Spring 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. No
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved*

instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.

Explain why this course should be offered in Distance Education mode.

Course has previously been offered fully online (and as hy-flex) and students have been engaged and successful. Many students also already have their own preferred hardware and software setup and prefer to work with their own setup.

Explain how the decision was made to offer this course in a Distance Education mode.

consulted with department chair and reached consensus that the course can be successful as a DE course

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.

- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  4-5 major discussions for the semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  all exercises and projects will receive feedback
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  as needed

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  4-5 major discussions per semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  4-5 major topics per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  as needed. videos will be used to supplement instructor demonstration
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  4-5 major projects per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  4-5 per semester

Textbooks/Materials

Software ~~No~~ Yes

Textbook

1. **Author(s)** Roché Woodworth
   Title ~~Master~~ The ~~the~~ Beginner's ~~Art~~ Guide ~~of~~ to ~~Speed Painting: Digital Painting Techniques~~ Procreate
   Publisher ~~3dtotal~~ Page Street Publishing
   ISBN-13 978-1645679387
   Year ~~2016~~ 2023
   Or Equivalent ~~No~~ Yes
2. **Author(s)** 3Dtotal Publishing
   Title Beginner's Guide to Digital Painting in Photoshop ~~: Characters~~
   Edition ~~1~~ 2
   Publisher ~~3dtotal~~ 3Dtotal ~~Publishing~~ publishing
   ISBN-13 978-1909414945
   Year ~~2014~~ 2020
   Or Equivalent ~~No~~ Yes
3. **Author(s)** James Gurney
   Title Imaginative Realism: How to Paint What Doesn't Exist
   ISBN-13 978-0740785504
4. **Author(s)**
   ~~**Title**~~ James ~~Stan Lee's Master Class: Lessons in Drawing, World-Building, Storytelling, Manga, and Digital Comics~~
   ~~**Publisher**~~ - ~~Watson-Guptill~~
   ~~**ISBN-13**~~ -
   ~~**Year**~~ - ~~2017~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~ -
5. ~~**Author(s)**~~ - Gurney
   Title Color and Light: A Guide for the Realist Painter
   Publisher Andrews McMeel
   ISBN-13 978-0740797712
   Year 2010
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Classic text book on light and painting
6. **Author(s)** Stan Lee
   Title Stan Lee's Master Class: Lessons in Drawing, World-Building, Storytelling, Manga, and Digital ~~Painting Fundamentals with Corel Painter X3~~
   ~~**Edition**~~ - ~~1~~ Comics
   Publisher ~~Cengage Learning PTR~~ Watson-Guptill
   ISBN-13 978-0823098439
   Year ~~2013~~ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Classic book by Stan Lee

Software

1. **Title** Adobe Photoshop
   Edition/Version

Publisher/Manufacturer Adobe
Description
Raster Image software
Or Equivalent ~~No~~ Yes

Other Learning Materials

1. **Other**

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to CSU
  New Request ~~Yes~~ No
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  New Request ~~Yes~~ No
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  New Request ~~Yes~~ No
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  New Request ~~Yes~~ No
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date
~~03~~ 09 / ~~01~~ 18 / ~~2018~~ 2024

Parent Course
GDDM 45A - Digital Painting I
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/19/2018~~
- CC Approval
  ~~03/19/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date
~~01/01/2019~~

10/12/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Graphic Design & Digital Media 45A
Digital Painting I
Effective: Fall 2025

Catalog Description:

GDDM 45A - Digital Painting I
3.00 Units

Students will be introduced to fundamental techniques of digital painting as well as hardware and software considerations. Students will create paintings from observation as well as from imagination. Course will focus on translating traditional painting principals into the digital realm.

Recommended Course Preparation: ARTS 2A with a minimum grade of C, GDDM 53 with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

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. Use digital painting software and a stylus
B. Explain the dynamics of composition
C. Apply principles of color theory and practical color mixing.
D. Develop expressive content through manipulation of mark, color, value, and composition
E. Using digital painting as a medium to draw and paint form from observation and imagination

Course Content:

Lab:

1. Create paintings using reference images and from real life, focusing on behavior of light and shadow
    1. Compositional painting with basic shapes
    2. Compositional painting with still life setups
2. Create paintings using reference images focusing on anatomy
    1. Head study
    2. Anatomy study
    3. Clothed figure study
3. Develop core drawing skills using digital tools
    1. Grid method for drawing
    2. Drawing negative shapes
4. Develop core digital painting techniques using blending and edge control exercises

Lecture:

1. Exploration of digital painting software and stylus.
2. Organization and application of the basic formal elements and principles of design as they relate to digital painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Use and application of digital painting tools.
5. Development of expressive content through manipulation of mark, color, value, and composition.

Methods of Instruction:

1. Student Presentations - students will present their work to explain their creative process
2. Classroom Activity - Lectures, demonstrations, lab time, critiques.
3. Critique - class critiques on each other's work for feedback and comments
4. Projects - students will have several projects over the course of the semester
5. Demonstration - instructor will demonstrate core skills needed for exercises and projects
6. Lab - students will have lab time to work on exercises and projects
7. student will create works suitable for inclusion in their portfolio

Typical Assignments

A. Other:
    1. Assignments are creative and open ended, allowing students to interpret themes and ideas to express their own background, culture, and identity.
B. Project:
    1. Using photo references to create a head study, drapery study, figure study
    2. Create a painting with custom brushes and textures to mimic traditional media.
    3. Ceate an exterior or interior scene with architectural elements applying basic principles of perspective
    4. Create a still life in class and create a digital painting based on observation
    5. Design an object from imagination and render it using values only

Methods of Evaluating Student Progress

A. Oral Presentation
    1. Per major project. Students will be assigned 4 major projects over the course of the semester.
B. Projects
    1. Students will be assigned 4 major projects over the course of the semester.
C. Class Participation
    1. Daily
D. Class Work
    1. Frequency: Daily
E. Home Work
    1. Weekly.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Compare and contrast different available software and hardware tools for digital painting.
B. Compose paintings with the elements and principles of visual art and design.
C. Paint with a variety of techniques and software.
D. Proficient with digital painting software and techniques.

Textbooks (Typical):

Textbook:

1. Roché Woodworth *The Beginner's Guide to Procreate*. 1 ed., Page Street Publishing, 2023.
2. 3Dtotal Publishing *Beginner's Guide to Digital Painting in Photoshop*. 2 ed., 3Dtotal publishing, 2020.
3. James Gurney *Imaginative Realism: How to Paint What Doesn't Exist*. 1 ed., Andrews McMeel, 2009.
4. James Gurney *Color and Light: A Guide for the Realist Painter*. 1 ed., Andrews McMeel, 2010.
5. Stan Lee *Stan Lee's Master Class: Lessons in Drawing, World-Building, Storytelling, Manga, and Digital Comics*. 1 ed., Watson-Guptill, 2019.

Software:

1. Adobe Photoshop. Adobe , (/e).

Other Learning Materials:

1. .

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: GDDM 45B - Digital Painting II

Course Modification: GDDM 45B - Digital Painting II (Launched - Implemented 10-15-2024)
compared with
GDDM 45B - Digital Painting II (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ Fall ~~2020~~ 2025
Catalog Description
Students will build upon the fundamental techniques of digital painting. Students will ~~-~~ _ create paintings from references as well as from imagination, paying close attention to lighting and color. Course will focus on development of style for commercial illustration.
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Apply principles of color theory and practical color mixing ~~;~~ to accurately depict the effects of color ~~temperture~~ temperature on local colors ~~; effects of~~ , atmospheric ~~perspecitve~~ perspective , and ~~effects of~~ light and shadow.

Course Content

Lecture Content

1. Use digital painting software for making different expressive marks and explore the development of personal style.
2. Create illustrations for both commercial and fine art purposes, with a focus on output intent.
3. Accurately render color and light as it related to painting, paying attention to:
    1. Local color
    2. Color temperature and its effects on lights and shadows.
4. Development of expressive content through manipulation of:
    1. Mark
    2. Color
    3. Value
    4. Composition.

Lab Content

1. Use digital painting software to develop and refine digital painting skills
    1. Composition Studies: Develop several compositions on small canvases to quickly explore various of compositions with emphasis on establishing value pattern, color, and light and shadow
    2. Texture Studies: Explore various textures and surfaces by painting different materials as small cubes, with emphasis on how the behavior of light and shadow on different materials and color
    3. Colored light studies: Explore how different temperatures of light can affect the perceived colors in different parts of a composition, from ambient light, to local colors to various lights and shadows.
    4. Edge control: create complex shapes from simple shapes by adding and subtracting from the image
2. Use digital painting software to develop and refine digital painting skills

1. Develop concepts for a character for commercial purposes, considering different design styles as appropriate for different industries.

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  lectures, demonstrations, assisted lab exercises.
- Critique
  Comments
  classroom critique, feedback, and comments on each others projects
- Demonstration
  Comments
  instructor demonstrates key concepts for exercises and assignments
- Projects
  Comments
  4-5 major projects as well as several smaller exercises for developing key skill
- Student Presentations
  Comments
  students present their work for feedback and comments, explain their artistic and design process

1. **Explain**
   ~~Portfolios~~ students develop a body of work throughout the semester suitable for including in their portfolio

Equity Based Curriculum

- Assignments
  Address
  Assignments are creative and open ended, allowing students to interpret themes and ideas to express their own background, culture, and identity.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project

Add Assignment

1. Complete painting exercises working with observed color, imagined color, texture, and effect of light.

2. Create a painting with human figures and visual elements of story.

3. Create a painting based on photographic reference and observed color.

4. Create an illustration for commercial purpose. For example, editorial illustration, children's book illustration, book cover.
5. ~~Create a painting based on photographic reference and observed color.~~

1. ~~Create a painting with human figures and visual elements of story.~~

2. ~~Complete painting exercises workng with observed color, imagined color, texture, and effect of light.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of GDDM 45B, the student should be able to apply~~ Apply principles of color theory and practical color mixing (accurately depict the effects of color temperature on local colors, effects of atmospheric perspective, effects of light and shadow).
2. **Outcome Text**
   ~~Upon completion of GDDM 45B, the student should be able to create~~ Create images demonstrating dynamic composition.
3. **Outcome Text**
   ~~Upon completion of GDDM 45B, the student should be able to create~~ Create images that effectively communicate elements of storytelling in the image.
4. **Outcome Text**
   ~~Upon completion of GDDM 45B, the student should be able to draw~~ Draw and paint from reference images and from imagination using digital tools.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** ~~Recommended Course Preparation~~
   ~~**Subject** - GDDM (Graphic Design & Digital Media)~~
   ~~**Requisite Course** - GDDM 53 - Photoshop I(Historical)~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

- ~~- Create new Photoshop documents and open existing Photoshop documents to edit or manipulate them, integrate elements from photographs and other Photoshop documents, using low intermediate masking techniques, into one another with some degree of expertise and believability.~~
- ~~- Begin to understand pixel density as it pertains to image size and quality, and how this makes raster images different from images created in vector drawing programs.~~
- ~~- Use various Photoshop tools and techniques as required by the projects, including: low-intermediate level masking and blending, typographic manipulation and distortion, creation of simple Brushes, Patterns, and Gradients.~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Analyze a project to determine possible technical strategies in terms of Photoshop tools and techniques for image creation;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Organize Layers Panel for proper workflow and to create desired visual effects using Groups, Clipping Masks, Layer Masks, Filters, Art Boards, and Blend Modes.~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use Photoshop to create a visual layout for web design.~~
  ~~**Degree of Importance** - Not Necessary~~

2. ~~**Requisite Type** - Recommended Course Preparation~~ Prerequisite
   Subject ARTS (Art)
   Requisite Course ARTS 2A - Introduction to Drawing(Active)
   ~~**Requisite Validation** - Content Review~~
   Skills Analysis
   Requisite Course Objective(s)

   - Accurately render three-dimensional objects on a two-dimensional surface from observation
     ~~**Degree of Importance** - Required~~
   - Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
     ~~**Degree of Importance** - Required~~
   - Utilize a variety of lines and mark-making in drawing
     Degree of Importance Required
   - Organize spaces and objects within a drawing according to basic principles of design and composition
     Degree of Importance Required
   - Utilize and apply a wide range of drawing materials and techniques
     Degree of Importance Not Necessary
   - Accurately describe forms and space through gradations of value
     Degree of Importance Recommended
   - Develop expressive content through manipulation of line, form, value, and composition
     Degree of Importance Recommended
   - Evaluate and critique class projects using relevant terminology in oral or written formats
     Degree of Importance Recommended
   - Examine and describe historical and contemporary developments, trends, materials, and aproaches in drawing
     Degree of Importance Recommended

3. **Requisite Type** _ Recommended Course Preparation
   Subject _ GDDM (Graphic Design & Digital Media)
   Requisite Course _ GDDM 53 - Adobe Photoshop I(Active)
   Requisite Validation _ Advisory
   Skills Analysis
   Requisite Course Objective(s)

   - _ Create new Photoshop documents and open existing Photoshop documents to edit or manipulate them, integrate elements from photographs and other Photoshop documents, using low intermediate masking techniques, into one another with some degree of expertise and believability.
     Degree of Importance _ Recommended
   - _ Begin to understand pixel density as it pertains to image size and quality, and how this makes raster images different from images created in vector drawing programs.
     Degree of Importance _ Recommended
   - _ Use various Photoshop tools and techniques as required by the projects, including: low-intermediate level masking and blending, typographic manipulation and distortion, creation of simple Brushes, Patterns, and Gradients.
     Degree of Importance _ Not Necessary
   - _ Analyze a project to determine possible technical strategies in terms of Photoshop tools and techniques for image creation;
     Degree of Importance _ Not Necessary
   - _ Organize Layers Panel for proper workflow and to create desired visual effects using Groups, Clipping Masks, Layer Masks, Filters, Art Boards, and Blend Modes.
     Degree of Importance _ Recommended

Catalog View **Prerequisite:** ARTS 2A with a minimum grade of C, GDDM 45A with a minimum grade of C,
Recommended Course Preparation: GDDM 53 with a minimum grade of C _

Distance Education

Does (or will) this course have a DE component? Yes
Effective Term Spring 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. No
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- _ **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved*

instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.

Explain why this course should be offered in Distance Education mode.

Course has been taught in fully online mode (synchronous) and as hy-flex before and students have been engaged and successful. Many students already have their own preferred hardware and software setup and prefer working in their own environment.

Explain how the decision was made to offer this course in a Distance Education mode.

Consulted with department chair to arrive at consensus that students will be able to be successful with online / hyflex option

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  as needed
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  4-5 major discussion threads based on topic
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency

Feedback on every assignment and exercise

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  4-5 major discussion topics
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  students will provide each other with feedback on projects (4-5 per semester)
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  per class or weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  As necessary. Videos demonstrating core concepts will be played along side instructor demonstration
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  4-5 main projects per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  students present their projects (4-5) after completion

Textbooks/Materials

Textbook

1. **Author(s)** 3Dtotal publishing
   Title ~~Master~~ Beginnger's ~~the~~ Guide ~~Art of Speed Painting:~~ to Digital Painting ~~Techniques~~ in Photoshop
   Edition ~~1~~ 2
   Publisher ~~3dtotal~~ 3Dtotal ~~Publishing~~ publishing
   ISBN-13 978-1909414945
   Year ~~2016~~ 2020
   Or Equivalent ~~No~~ Yes
2. **Author(s)** Roché Woodworth
   Title The Beginner's Guide to ~~Digital Painting in Photoshop: Characters~~ Procreate
   Publisher ~~3dtotal~~ Page Street Publishing
   ISBN-13 978-1645679387
   Year ~~2014~~ 2023
   Or Equivalent ~~No~~ Yes
3. **Title** Imaginative Realism: How to Paint What Doesn't Exist
   ISBN-13 978-0740785504
4. **Title** Stan Lee's Master Class: Lessons in Drawing, World-Building, Storytelling, Manga, and Digital Comics
   ISBN-13 978-0823098439
   Year ~~2017~~ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   most recent edition
5. **Title** Color and Light: A Guide for the Realist Painter
   ISBN-13
6. ~~**Author(s)** - Rhoda Grossman Draws~~
   ~~**Title** - Digital Painting Fundamentals with Corel Painter X3~~
   ~~**Edition** - 1~~
   ~~**Publisher** - Cengage Learning PTR~~
   ~~**ISBN** **978** - **13** -~~
   ~~**Year** - 2013~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - needed~~
   ~~**Or Equivalent** - No~~ 0740797712

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

- Transfers to CSU
  New Request ~~Yes~~ No
  Already approved unsubstantial change ~~No~~ Yes

- Transfers to CSU
  New Request ~~Yes~~ No
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  New Request ~~Yes~~ No
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  New Request ~~Yes~~ No
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date
~~08~~ 09 / ~~16~~ 18 / ~~2018~~ 2024

Parent Course
GDDM 45B - Digital Painting II
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/18/2019~~
- State Approval
  ~~06/10/2019~~
- CC Approval
  ~~03/04/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date
~~01/01/2020~~

10/09/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Graphic Design & Digital Media 45B
Digital Painting II
Effective: Fall 2025

Catalog Description:

GDDM 45B - Digital Painting II
3.00 Units

Students will build upon the fundamental techniques of digital painting. Students will create paintings from references as well as from imagination, paying close attention to lighting and color. Course will focus on development of style for commercial illustration.

Prerequisite: ARTS 2A with a minimum grade of C, GDDM 45A with a minimum grade of C, **Recommended Course Preparation:** GDDM 53 with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

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 images that effectively apply rules of creating a dynamic composition.
B. Apply principles of color theory and practical color mixing to accurately depict the effects of color temperature on local colors, atmospheric perspective, and light and shadow.
C. Draw and paint form from reference and imagination, using digital painting as a medium.
D. Create digital paintings that effectively communicate elements of story and visual story telling in the image.

Course Content:

Lab:

1. Use digital painting software to develop and refine digital painting skills
    1. Composition Studies: Develop several compositions on small canvases to quickly explore various of compositions with emphasis on establishing value pattern, color, and light and shadow
    2. Texture Studies: Explore various textures and surfaces by painting different materials as small cubes, with emphasis on how the behavior of light and shadow on different materials and color
    3. Colored light studies: Explore how different temperatures of light can affect the perceived colors in different parts of a composition, from ambient light, to local colors to various lights and shadows.
    4. Edge control: create complex shapes from simple shapes by adding and subtracting from the image
2. Use digital painting software to develop and refine digital painting skills
    1. Develop concepts for a character for commercial purposes, considering different design styles as appropriate for different industries.

Lecture:

1. Use digital painting software for making different expressive marks and explore the development of personal style.
2. Create illustrations for both commercial and fine art purposes, with a focus on output intent.
3. Accurately render color and light as it related to painting, paying attention to:
    1. Local color
    2. Color temperature and its effects on lights and shadows.
4. Development of expressive content through manipulation of:
    1. Mark
    2. Color
    3. Value
    4. Composition.

Methods of Instruction:

1. Student Presentations - students present their work for feedback and comments, explain their artistic and design process
2. Classroom Activity - lectures, demonstrations, assisted lab exercises.
3. Critique - classroom critique, feedback, and comments on each others projects
4. Projects - 4-5 major projects as well as several smaller exercises for developing key skill
5. Demonstration - instructor demonstrates key concepts for exercises and assignments
6. students develop a body of work throughout the semester suitable for including in their portfolio

Typical Assignments

A. Project:
    1. Complete painting exercises working with observed color, imagined color, texture, and effect of light.

2. Create a painting with human figures and visual elements of story.
3. Create a painting based on photographic reference and observed color.
4. Create an illustration for commercial purpose. For example, editorial illustration, children's book illustration, book cover.

Methods of Evaluating Student Progress

A. Projects
    1. 3-4 major projects per quarter
B. Class Participation
    1. Daily
C. Class Work
    1. Daily
D. Home Work
    1. As needed.
E. Lab Activities
    1. Daily
F. Oral Presentation
    1. Upon completion of project

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Apply principles of color theory and practical color mixing (accurately depict the effects of color temperature on local colors, effects of atmospheric perspective, effects of light and shadow).
B. Create images demonstrating dynamic composition.
C. Create images that effectively communicate elements of storytelling in the image.
D. Draw and paint from reference images and from imagination using digital tools.

Textbooks (Typical):

Textbook:

1. 3Dtotal publishing *Beginnger's Guide to Digital Painting in Photoshop*. 2 ed., 3Dtotal publishing, 2020.
2. Roché Woodworth *The Beginner's Guide to Procreate*. 1 ed., Page Street Publishing, 2023.
3. James Gurney *Imaginative Realism: How to Paint What Doesn't Exist*. 1 ed., Andrews McMeel, 2009.
4. Stan Lee *Stan Lee's Master Class: Lessons in Drawing, World-Building, Storytelling, Manga, and Digital Comics*. 1 ed., Watson-Guptill, 2019.
5. James Gurney *Color and Light: A Guide for the Realist Painter*. 1 ed., Andrews McMeel, 2010.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: GDDM 57 - Branding and Identity Design

Course Modification: GDDM 57 - Branding and Identity Design (Launched - Implemented 10-15-2024)
compared with
GDDM 57 - Branding and Identity Design (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Course Content

Lecture Content

1. The designer's role within the structure of the graphic design/advertising industry
2. Brand strategy and launch
    1. Developing a business identity
    2. Logo design
        1. Color
        2. - Symbols

        3. Type
        4. Message

    1. Letterheads
    2. Public relations/messaging
        1. Defining the value proposition of the brand
        2. Creating buzz
        3. Taglines
    3. Marketing plans
        1. Media planning
        2. Product rollouts

3. Client Relations
    1. Interacting with a client
    2. Meeting strategies
    3. Budget strategies
    4. Documentation for the client

4. Production of advertising communication materials
    1. The Brand identity in advertising

2. Introduction to public relations as a form of advertising
3. The design process
    1. Planning
        1. Consideration of design possibilities
        2. Historical and contemporary examples of design
    2. Production
        1. Creating graphic standards
        2. Continuing the concept of the design process
        3. Preparation and production of magazine ads
        4. Production of other client deliverable

Lab Content

1. Branding and idendity design based on peer and instructor feedback.
2. Critiques and presentations

Methods of Instruction

Check all that apply:

- Critique
  Comments
  students will present their projects for feedback, critique, and discussion
- Discussion
  Comments

students will present their projects for feedback, critique, and discussion

- Lab
  Comments
  students will work on their projects during class
- Lecture
  Comments
  Lecture on relevant topics and strategies for developing various types of branding identities
- Projects
  Comments
- Students ~~Research~~
  ~~**Comments**~~ will
  have 5-7 projects for the semester
- Student Presentations
  Comments
  students will present their progress each class

Equity Based Curriculum

- Assignments
  Address
  Assignments are creative and open ended, allowing students to interpret themes and ideas to express their own background, culture, and identity.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

    1. Assignments are creative and open ended, allowing students to interpret themes and ideas to express their own background, culture, and identity.

2. **Assignment Type** Project
   Add Assignment

    1. Building the Brand - Brand Style Guide:

        1. Create brand consistency by implementing a style guide.

2. Specify brand usage guidelines such as colors, typography, min/max sige, clearance space, Do's and Don'ts for logos, Flat and 1C versions of logos.

3. Creating mockups: Display brand as they would be used on product, on advertising, on web pages, on mobile devices, stationery and letterheads, promotional materials...etc.

4. Design and assemble the style guide itself.

2. Designing a family of corporate symbols

.

1. Research Phase: Identify a corporation that owns at least 4 product line subsidiaries (e.g., SONY -) , thoroughly research its product lines , and identify the target audience. Be prepared to discuss in class.

2. Design Phase: Design at least four symbols to represent each subsidiary product line. These symbols should be different from each other, but similar enough to form a visually-recognizable "family."

3. Creation Phase: Create at least 5 rough draft sketches for each product line symbol. After critique, begin to refine the symbols and determine the course you are taking.

4. Hand in completed computer drafts; refine the symbols .

5. Critique final drafts

6. ~~Print and mount final family of symbols on matte board. Place electronic representation of board on server~~ .

7. ~~Save for web~~

8. ~~Additional Challenge: Design opening web page for this company, including your new symbols and the existing logo and content. Place electronic web files on server.~~

1. ~~Building the Brand - Brand style Guide~~

1. ~~Create brand consistency by implementing a style guide~~

2. ~~Specify brand usage guidlines such as Colors, typography, min/max sige, clearance space, Do's and Don'ts for logos, Flat and 1C versions of logos~~

3. ~~Creating Usage mockups: Display brand as they would be used on produt, on advertising, on web pages, on mobile devices, stationery and letterheads, promotional materials...etc.~~

4. ~~Design and assemble the style guide itself.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon successful completion of GDDM 57, students will be able to identify~~ Identify and understand the collaborative nature of the design process and the multiple areas of focus and/or specialization required to create professional design work, including project management, art direction, lead design, art production, as well as the outside talents such as writing, photography, illustration and calligraphy.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** _ Recommended Course Preparation
   Subject _ GDDM (Graphic Design & Digital Media)
   Requisite Course _ GDDM 52 - Introduction to Typography(Active)
   Min Grade C
   ~~**Group**~~ **Requisite** ~~**Title**~~ **Validation** Advisory
   Skills Analysis
   Requisite Course Objective(s)

   - _ Describe how type is used in graphic design and the relationship between type and the visual message it conveys; Manipulate type for effect (e.g., to create a mood, to make an impact)
     Degree of Importance _ Recommended
   - _ Design effective page layouts using appropriate typesetting techniques, paying special attention to typeface choice, size, spacing, line length, and page grid.
     Degree of Importance _ Recommended
   - _ Evaluate and defend their projects and typographic choices, and compare them to their peers during the critique process using critical thinking skills.
     Degree of Importance _ Recommended
   - _ Design typographic layouts, synthesize their knowledge of other software, and build upon their knowledge of design principles and elements.
     Degree of Importance _ Recommended
   - _ Identify the five classic typeface families.
     Degree of Importance _ Not Necessary
   - _ Use the language of typography, including typeface names, typeface structure and typographical composition.
     Degree of Importance _ Not Necessary
   - _ Create a portfolio of finished typographic projects.
     Degree of Importance _ Not Necessary

- Create original typographic design projects, synthesizing the parameters of the assignment within a specific deadline.
  Degree of Importance Not Necessary

2. **Requisite Type** Recommended Course Preparation
   Subject ARTS (Art)
   Requisite Course ARTS 26 - Color Theory(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Advisory
   Skills Analysis
   Requisite Course Objective(s)

   - Create aesthetically complete designs and images that demonstrate a working knowledge of:
     Degree of Importance Recommended
   - Color systems and color organization
     Degree of Importance Recommended
   - Principles of color perception - light, vision, and the brain
     Degree of Importance Recommended
   - Value, hue, intensity (chroma), and color temperature
     Degree of Importance Recommended
   - Additive and subtractive color (light and paint)
     Degree of Importance Recommended
   - Relationships between color and composition
     Degree of Importance Recommended
   - Color usage in contemporary art and design
     Degree of Importance Recommended
   - 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
     Degree of Importance Recommended
   - Make individual aesthetic decisions and judgments related to their own artwork
     Degree of Importance Recommended
   - Skillfully use a variety of artistic materials, techniques and tools
     Degree of Importance Not Necessary
   - Independently produce finished color assignments that demonstrate an understanding of color theory and principles in the history of art
     Degree of Importance Recommended
   - Comprehend and describe how color is perceived biologically, psychologically, culturally, symbolically and intuitively
     Degree of Importance Recommended

3. **Requisite Type** Prerequisite
   Subject GDDM (Graphic Design & Digital Media)

Requisite Course GDDM ~~56~~ 54 - ~~Introduction~~ Adobe ~~to~~ Illustrator ~~Graphic Design~~ I (~~Historical~~ Active)
Non Course Requirements
Min Grade C
Comments
Requisite Validation Content Review
Skills Analysis
Requisite Course Objective(s)

- ~~Identify~~ Work in the ~~basic~~ Illustrator ~~elements of design (dot, line, shape), its relationships~~ interface with ~~each other, and use a variety of dots, lines and shapes to create texture, weight, volume, pattern in order to effectively to solve design problems.~~ facility;
  Degree of Importance Required
- ~~Identify~~ Create ~~the~~ new ~~basic~~ Illustrator ~~elements~~ documents ~~of design, (color, value), the components of color, various types of color contrasts~~ efficiently and ~~be~~ open ~~able~~ existing ~~to~~ Illustrator ~~incorporate~~ documents ~~color~~ for ~~effectively into design, taking into consideration tints~~ editing and ~~shades~~ modification: set-up/launch , ~~value~~ retrieve , ~~color~~ save ~~relationships,~~ for print and ~~color harmony.~~ screen;
  Degree of Importance Required
- ~~Identify~~ Understand the ~~basic~~ total ~~elements of design (volume, space, texture) and its uses~~ independence in ~~design.~~ vector ~~Create~~ images ~~designs~~ between ~~with~~ actual ~~effective~~ size, ~~use~~ screen ~~of~~ size, ~~positive~~ scalable ~~and negative space.~~ size;
  Degree of Importance Required
- ~~Apply~~ Perform basic-to-intermediate level image creation and manipulation tasks using the ~~principle~~ following ~~of~~ Illustrator ~~repetition~~ tools ~~in~~ and ~~design.~~ techniques: ~~Effectively~~ Selection ~~use~~ and ~~repetition~~ Direct ~~to create patterns~~ Selection , ~~textures~~ multiple Shape Tools , ~~rhythm~~ multiple Pen Tool variations, Transformations including rotate, scale, skewing , and ~~consistency~~ separate ~~within~~ point ~~design.~~ editing; Color Palette Creation: Master and Sub Layers, Swatches, Gradient Creation and editing, using Illustrator Brushes, Work Spaces,
  Degree of Importance Required
- ~~Apply~~ Employ the ~~principle~~ use of ~~Alignment~~ keyboard ~~and~~ shortcuts ~~Proximity~~ for ~~in~~ common ~~design. Effectively apply alignment and proximity in design create hierarchy, groupings, effective page layouts, and organize information~~ tasks .
  Degree of Importance ~~Required~~ Recommended
- ~~Apply~~ Troubleshoot at the ~~principle~~ basic ~~of Similarity and Contrast in design. Effectively apply contrasts and similarities in design to create focal points in design that generate attention and helps organize information~~ level .
  Degree of Importance ~~Required~~
- ~~Critically examine designs using the vocabulary of design and be able to discuss the strategies and methods involved in the creation of the design and whether they are successful or not.~~
  ~~**Degree of Importance**~~ ~~Required~~ Recommended

4. ~~**Non Course Requirements**~~
   ~~**Min Grade**~~
   ~~**Group Title**~~

~~**Sequential** - No~~
~~**Non-sequential** - No~~

1. **Requisite Type** Prerequisite
   Subject GDDM (Graphic Design & Digital Media)
   Requisite Course GDDM 53 - Adobe Photoshop I(~~Historical~~ Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Content Review
   Skills Analysis
   Requisite Course Objective(s)

   - Create new Photoshop documents and open existing Photoshop documents to edit or manipulate them, integrate elements from photographs and other Photoshop documents, using low intermediate masking techniques, into one another with some degree of expertise and believability.
     Degree of Importance Required
   - Begin to understand pixel density as it pertains to image size and quality, and how this makes raster images different from images created in vector drawing programs.
     Degree of Importance Required
   - Use various Photoshop tools and techniques as required by the projects, including: low-intermediate level masking and blending, typographic manipulation and distortion, creation of simple Brushes, Patterns, and Gradients.
     Degree of Importance Required
   - Analyze a project to determine possible technical strategies in terms of Photoshop tools and techniques for image creation;
     Degree of Importance ~~Required~~ Recommended
   - Organize Layers Panel for proper workflow and to create desired visual effects using Groups, Clipping Masks, Layer Masks, Filters, Art Boards, and Blend Modes.
     Degree of Importance ~~Recommended~~
   - ~~- Use Photoshop to create a visual layout for web design.~~
     ~~**Degree of Importance** - Not Necessary~~

2. ~~**Requisite Type** - Prerequisite~~
   ~~**Subject** - GDDM (Graphic Design & Digital Media)~~
   ~~**Requisite Course** - GDDM 54 - Illustrator I(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Work in the Illustrator interface with facility;~~
     ~~**Degree of Importance** -~~ Required
   - ~~- Create new Illustrator Documents efficiently and open existing Illustrator Documents for editing and modification: set-up/launch, retrieve, save for print and~~

screen, cross-platform;
Degree of Importance - Required

- - Understand the total independence in vector images between actual size, screen size, scalable size;
Degree of Importance - Required
- - Perform basic-to-intermediate level image creation and manipulation tasks using the following Illustrator tools and techniques: Selection and Direct Selection, multiple Shape Tools, multiple Pen Tool variations, Transformations including rotate, scale, skewing, and separate point editing; Color Palette Creation: Master and Sub Layers, Swatches, Gradient Creation and editing, using Illustrator Brushes, Work Spaces,
Degree of Importance - Recommended
- - Understand the difference between Illustrator's LIVE and EXPANDED objects and to be able to use each art type appropriately.
Degree of Importance - Required
- - Employ the use of keboard shortcuts for common tasks.
Degree of Importance - Not Necessary
- - Troubleshoot at the basic level.
Degree of Importance - Not Necessary

Catalog View **Recommended Course Preparation:** GDDM 52 with a minimum grade of C, ARTS 26 (same as GDDM 51) with a minimum grade of C, **Prerequisite:** GDDM 54 with a minimum grade of C, GDDM 53 with a minimum grade of C.

Distance Education

Does (or will) this course have a DE component? No

Textbooks/Materials

Textbook

1. **Author(s)** Fiona Allan Humberstone Peters
Title How Logos to that Style Your Brand Last : Everything You Need to Know How to Create a Iconic Distinct Visual Brand Identity Branding
Edition 1st 1
Publisher Copper Rockport Beech Press Publishers
ISBN-13 978-0760383179
Year 2015 2023
Or Equivalent No Yes
2. **Author(s)** Alina Wheeler , Rob Meyerson
Title Desiging Designing Brand Identity: An A Essential Comprehensive Guide for to the Whole World of Brands and Branding Team
Edition 5th 6
ISBN-13 978-1119984818
Year 2017 2024
3. **Author(s)** Michael Tom Johnson Geismar, Sagi Haviv
Title Branding: Identify In Basic Five Principles and of a identity Half design Steps in the iconic trademarks of Chermayeff & Geismar

Edition ~~1st~~ 1
Publisher ~~Thames~~ HOW ~~& Hudson~~ Books
ISBN-13 978-1440310324
Year ~~2016~~ 2011
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Classic Text

4. **Author(s)** _ Steven Brower
Title _ Inside Art Direction: Interviews and Case Studies
Edition _ 1
Publisher _ Bloomsbury Visual Arts
ISBN-13 _ 978-1350138377
Year _ 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
most recent edition
Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
Already Approved ~~No~~ Yes
- Transfers to CSU
Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date
~~03~~ 09 / ~~07~~ 19 / ~~2018~~ 2024

Parent Course
GDDM 57 - Branding and Identity Design
No Previous Course

Entry of Special Dates

- Board of Trustees
~~06/19/2018~~
- State Approval
~~06/19/2018~~

- CC Approval

~~04/02/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date ~~01/01/2019~~

10/12/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Graphic Design & Digital Media 57
Branding and Identity Design
Effective: Fall 2025

Catalog Description:

GDDM 57 - Branding and Identity Design
3.00 Units

Students in this course will learn the process of brand development and implementation. From research and analysis through launch and governance, the course covers all aspects of the process and the best practices that build better brands.

Recommended Course Preparation: GDDM 52 with a minimum grade of C, ARTS 26 (same as GDDM 51) with a minimum grade of C, **Prerequisite:** GDDM 54 with a minimum grade of C, GDDM 53 with a minimum grade of C.

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

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. Research concepts suitable for commercial use based on appeal to a target audience and client project brief
B. Develop concepts and create designs in accordance with research results and client brief
C. Demonstrate imagination through the manipulation of formal principles and plastic elements of design

D. Articulate a greater understanding of the position of designer/visual communicator, particularly as related to art, advertising, and business
E. Participate in client presentations at the professional-level including an ability to discuss objectives, research, conceptual process and strategies, and participate in critique and feedback sessions using industry-standard terminology
F. Complete a project from concept to conclusion, to deadline, and to client's stated criteria, with disciplined control and craftsmanship

Course Content:

Lab:

1. Branding and idendity design based on peer and instructor feedback.
2. Critiques and presentations

Lecture:

1. The designer's role within the structure of the graphic design/advertising industry
2. Brand strategy and launch
    1. Developing a business identity
    2. Logo design
        1. Color
        2. Symbols
        3. Type
        4. Message
    1. Letterheads
    2. Public relations/messaging
        1. Defining the value proposition of the brand
        2. Creating buzz
        3. Taglines
    3. Marketing plans
        1. Media planning
        2. Product rollouts
3. Client Relations
    1. Interacting with a client
    2. Meeting strategies
    3. Budget strategies
    4. Documentation for the client
4. Production of advertising communication materials
    1. The Brand identity in advertising
    2. Introduction to public relations as a form of advertising
    3. The design process
        1. Planning
            1. Consideration of design possibilities
            2. Historical and contemporary examples of design
        2. Production
            1. Creating graphic standards

2. Continuing the concept of the design process
3. Preparation and production of magazine ads
4. Production of other client deliverable

Methods of Instruction:

1. Lab - students will work on their projects during class
2. Lecture - Lecture on relevant topics and strategies for developing various types of branding identities
3. Student Presentations - students will present their progress each class
4. Projects - Students will have 5-7 projects for the semester
5. Critique - students will present their projects for feedback, critique, and discussion
6. Discussion - students will present their projects for feedback, critique, and discussion

Typical Assignments

A. Other:
    1. Assignments are creative and open ended, allowing students to interpret themes and ideas to express their own background, culture, and identity.
B. Project:
    1. Building the Brand - Brand Style Guide:
        1. Create brand consistency by implementing a style guide.
        2. Specify brand usage guidelines such as colors, typography, min/max sige, clearance space, Do's and Don'ts for logos, Flat and 1C versions of logos.
        3. Creating mockups: Display brand as they would be used on product, on advertising, on web pages, on mobile devices, stationery and letterheads, promotional materials...etc.
        4. Design and assemble the style guide itself.
    2. Designing a family of corporate symbols.
        1. Research Phase: Identify a corporation that owns at least 4 product line subsidiaries (e.g., SONY), thoroughly research its product lines, and identify the target audience. Be prepared to discuss in class.
        2. Design Phase: Design at least four symbols to represent each subsidiary product line. These symbols should be different from each other, but similar enough to form a visually-recognizable "family."
        3. Creation Phase: Create at least 5 rough draft sketches for each product line symbol. After critique, begin to refine the symbols and determine the course you are taking.
        4. Hand in completed computer drafts; refine the symbols.
        5. Critique final drafts.

Methods of Evaluating Student Progress

A. Research Projects
    1. 5-6 per semester
B. Oral Presentation
    1. 5-6 per semester
C. Projects
    1. 5-6 per semester

D. Lab Activities
    1. daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Identify and understand the collaborative nature of the design process and the multiple areas of focus and/or specialization required to create professional design work, including project management, art direction, lead design, art production, as well as the outside talents such as writing, photography, illustration and calligraphy.

Textbooks (Typical):

Textbook:

1. Allan Peters *Logos that Last: How to Create Iconic Visual Branding*. 1 ed., Rockport Publishers, 2023.
2. Alina Wheeler, Rob Meyerson *Designing Brand Identity: A Comprehensive Guide to the World of Brands and Branding*. 6 ed., Wiley, 2024.
3. Tom Geismar, Sagi Haviv *Identify Basic Principles of identity design in the iconic trademarks of Chermayeff & Geismar*. 1 ed., HOW Books, 2011.
4. Steven Brower *Inside Art Direction: Interviews and Case Studies*. 1 ed., Bloomsbury Visual Arts, 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. Required list of supplies to complete all of the assigned studies.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: GDDM 58 - Adobe Photoshop II

Course Modification: GDDM 58 - Adobe Photoshop II (Launched - Implemented 10-25-2024)
compared with
GDDM 58 - Photoshop II (Active - Implemented 01-02-2018)

Cover

Course Title Adobe Photoshop II
Effective Term Fall ~~2018~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Min Units 0.000
Max Units 0.000

Course Content

Lecture Content

1. Review Photoshop basics
2. Working with color
    1. Convert a color image to grayscale.
    2. Create a duotone.
    3. Multiple images
    4. Painting Images
    5. Create original painted image.
3. Working with Layers

1. Create a new adjustment layer.
2. Create and edit a layer mask.
3. Mask a layer with contents of another layer.
4. Convert a layer style to individual layers.
5. Add special effects to a layer.

4. Working with channels and masks
    1. Color channels
    2. Alpha channels
    3. Managing channels
    4. Additional channel techniques
    5. Quick mask mode
    6. Quick mask option

5. Editing images
    1. Move a specified distance.
    2. Align objects.
    3. Transform objects.
    4. Sharpen or blur details.
    5. Intensify or tone down an area.
    6. Duplicate an image.
    7. Save a snapshot.

8. Lay an image over another image.
9. Remove a moiré pattern from a scan.
10. Erase an image's background.
11. Making notes within an image.
12. Cropping
13. Adjusting colors and tones
14. Brighten or darken an image.
15. Increase or decrease contrast.
16. Adjust overall tones.
17. Equalize bright and dark areas.
18. Invert an image.
19. Create high contrast B&W image.
20. Locate and correct colors that won't print correctly.
21. De-saturate an area.
22. Increase color saturation of an area.
23. Adjust image's color balance.
24. Change hue and saturation.
25. Change individual colors.
26. Reduce number of colors in an image.
27. Adjusting color by mixing channels.
28. Adjusting an image based on thumbnails.

6. Filter Groups

    1. Artistic Effects
    2. Image-Retouching
    3. Distort and Stylize
    4. Render
    5. Type and Lighting effects
    6. Texture fill command
    7. Additional filters and plug-ins
    8. Other filter information

7. Transparency
8. Advanced Techniques for Web
    1. Slice images into selections.
    2. Create animations.
    3. Create image maps.
    4. Create image maps from layers.
    5. Create rollovers.
    6. Preview image in a web browser.
    7. Adjust image's gamma value.
    8. Optimize, save for web.
    9. Creating background images

9. Using Vanishing Point to create perspective

10. Brightness and contrast
11. Hue and saturation
12. Color picker options
13. Creating vector shapes
14. Printing and proofing set ups
15. Saving, importing and exporting file formats for a variety of media
16. Troubleshooting documents

Lab Content

1. Modify resolution to files to formats such as JPEG, PNG and WebP to accomodate different viewports for mobile, tablet, and desktop devices.
2. Learn how to batch rename files using Adobe Bridge to increase automated production speed.
3. Make precise selections using channels in Photoshop to separate a subject from the background to use with another background.
4. Make a Warhol-like illustration using layer mask, adjustment layers, and smart objects.
5. Use Frequency Separation to eliminate acne in a portrait.

Methods of Instruction

Check all that apply:

- ~~Demonstration~~ Critique
  Comments
  Critiques during student presentations, such as a retro vinyl cover assignment, allows all students to develop soft skill as a presenter in explaining their process, choice of color, imagery, and the file construction.
- ~~Discussion~~ Demonstration
  Comments

1. Present the class with a demonstration of how to Puppet Warp and had the class use Puppet Warp with anther image.
2. Presented the class with a demonstration on using Frequency Separation to remove skin imperfection and had the class use the technique on another image.
3. Presented the class with a demonstration of creating vector style image and having the class replicate the technique.
4. Presented the class with a demonstration of creating the Warhol Portrait Marilyn Effect and having the student recreate the effect with another image.

- ~~Field~~ Student ~~Trips~~ Presentations
  Comments
  Used to ~~industry~~ develop ~~seminars,~~ soft ~~conventions~~ skills ~~and~~ in ~~conferences~~ explaining ~~if~~ presentation ~~available~~
- projects. ~~Lecture~~
  ~~**Comments**~~ Student
  presentations with class critiques helps student awareness of what others view their artwork.

Other ~~Yes~~ No

Equity Based Curriculum

- Assignments
  Address
  The assignments are open ended to express their unique perspective and diverse experiences.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Photorealistic composite using a variety of image sources.
   2. UI/UX mockup and clickthrough.
   3. Custom texture and paint brushes.
   4. Produce web advertisign sets at various sizes with web optimized images.
   5. Generate textures, effects and objects using Photoshop only with no source images.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of GDDM 58, the student should be able to apply~~ Apply design principles in relationship to digital image painting manipulation, illustration and other composition tasks.

2. **Outcome Text**
   ~~Upon completion of GDDM 58, the student should be able to compose~~ Compose and manipulate a variety of images from various sources into photo-realistic composites.
3. **Outcome Text**
   ~~Upon completion of GDDM 58, the student should be able to create~~ Create accurate electronic files for delivery to screen (web, app development, multimedia) and print (prepress, photo prints).
4. **Outcome Text**
   ~~Upon completion of GDDM 58, the student should be able to generate~~ Generate special effects in Photoshop using filters, adjustment layers, layer masks, and layer effects.

Requisites/Requisite Validation

Requisites

1. ~~**Min Grade**~~ -
   ~~**Group Title**~~ -

   1. **Requisite Type** Prerequisite
      Subject GDDM (Graphic Design & Digital Media)
      Requisite Course GDDM 53 - Adobe Photoshop I(~~Historical~~ Active)
      ~~**Non Course Requirements**~~ -
      Min Grade C
      ~~**Comments**~~ -
      ~~**Requisite Validation**~~ - ~~Content Review~~
   2. ~~**Requisite Type** - Recommended Course Preparation~~
      ~~**Subject** - GDDM (Graphic Design & Digital Media)~~
      ~~**Requisite Course** - GDDM 50 - Graphic Design/Digital Media Fundamentals(Historical)~~
      ~~**Non Course Requirements**~~ -
      ~~**Min Grade**~~ -
      ~~**Comments**~~ -
      Requisite Validation Content Review
      Skills Analysis
      Requisite Course Objective(s)

      - Create ~~digital~~ new ~~compositions~~ Photoshop ~~that~~ documents ~~use~~ and ~~the~~ open ~~primary~~ existing ~~design~~ Photoshop ~~principles~~ documents to edit or manipulate them, integrate elements from photographs and other Photoshop documents, using low intermediate masking techniques, into one another with some degree of ~~unity, variety, hierarchy (dominance), the supporting principles of scale, balance, rhythm, repetition, economy,~~ expertise and ~~proximity; and the plastic elements of design as compositional content—i~~ believability . ~~e. shape, space, line, size, color, texture, and type~~

      Degree of Importance Required

- ~~Create~~ Begin ~~Illustrator~~ to understand pixel density as it pertains to image size and quality, and how this makes raster images different from images created in vector drawing programs.
  Degree of Importance Required
- Use various Photoshop ~~documents~~ tools ~~at~~ and techniques as required by the ~~most~~ projects, ~~basic~~ including: low-intermediate level masking and blending, typographic manipulation and distortion, creation of simple Brushes, Patterns, and Gradients.
  Degree of Importance Required
- Analyze a project to determine possible technical strategies in terms of Photoshop tools and techniques for image creation ;
  Degree of Importance Required
- ~~Write~~ Organize Layers Panel for proper workflow and ~~speak~~ to create desired visual effects using ~~design~~ Groups, ~~terminology.~~
  ~~**Degree**~~ **Clipping** ~~**of**~~ **Masks**, ~~**Importance**~~ Layer ~~Recommended~~
- Masks, ~~Brainstorm~~ Filters, ~~ideas~~ Art ~~for design by building image and word maps~~ Boards , and ~~creating~~ Blend ~~hand sketches and mockups of concepts based on brainstorm ideas~~
  ~~**Degree of Importance**~~ ~~Not Necessary~~
- ~~Identify the wide variety of vocational options in the visual communications field~~
  ~~**Degree of Importance**~~ ~~Not Necessary~~
- ~~Apply the elements and principles of design in finished digital images and time-based works~~ Modes.
  Degree of Importance Required
- ~~Create a portfolio of work demonstrating formal, conceptual, and technical development~~
  ~~**Degree of Importance**~~ ~~Not Necessary~~
- ~~Produce digital images and time-based work through various digital media input and output methods using vector or raster-based software~~
  ~~**Degree of Importance**~~ ~~Recommended~~
- ~~Examine and describe contemporary approaches, language, aesthetics and emerging media in digital art~~
  ~~**Degree of Importance**~~ ~~Not Necessary~~
- ~~Safely handle and maintain digital imaging hardware and materials~~
  ~~**Degree of Importance**~~ ~~Required~~
- ~~Evaluate and critique digital images and time-based works utilizing relevant terminology and concepts~~
  ~~**Degree of Importance**~~ ~~Recommended~~

Catalog View Prerequisite: GDDM 53 with a minimum grade of C ~~and~~ ~~**Recommended Course Preparation:**~~ ~~GDDM 50~~ .

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Quizzes
  Frequency
  At the discretion of the instructor
- Oral Presentation
  Frequency
  At the discretion of the instructor.
- Projects
  Frequency
  Used to measure the usage of multiple instructional techniques from lectures in the creative process.
- Class Participation
  Frequency
  At the discretion of the instructor
- Class Work
  Frequency
  At the discretion of the instructor
- Home Work
  Frequency
  At the discretion of the instructor.

Distance Education

Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. No
Explain why this course should be offered in Distance Education mode.
~~After~~ In ~~consulting~~ discussing with my fellow colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the program ~~coordinator,~~ are not prolonging their academic career due to an emergency beyond their control. Another reason is to overcome the ~~department feels that the content~~ lack of ~~this course can be taught effectively on-line~~ facilities .
Explain how the decision was made to offer this course in a Distance Education mode.
~~A~~ In ~~consensus~~ a ~~was~~ discussion ~~reached~~ with ~~between~~ my ~~the~~ department ~~program~~ chair. ~~coordinator~~ We ~~and~~ are ~~the~~ coming ~~instructors~~ up ~~for~~ with ~~this~~ solutions ~~course~~ to expand our department.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- ~~Transcription for audio.~~
- Alt-text/ tags for images.

- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Each student will be emailed a minimum of once every two weeks.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~Weekly~~ Participate in 1 discussion ~~boards~~ board per module and provide feedback to each student on that basis.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Feedback on every ~~project~~ homework, quiz, and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  1 announcement per week, minimum.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  ~~2~~ 1 web-conferencing ~~sessions~~ session per week
- ~~**Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime* .~~
  ~~***Frequency***~~
  ~~*2 chat discussions per week*~~

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be

achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- ***Class discussion board:*** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~*Students*~~ *1* ~~*will*~~ *per* ~~*be encouraged to use an informal discussion thread to ask each other questions throughout the semester. Additionally, weekly discussions will be posted for current topics and projects*~~ *module* .
- ~~***Chat***~~ ***Wikis*** **:** *Students will use* ~~*the class chatroom*~~ *wikis to* ~~*discuss*~~ *work* ~~*assignments and course material in realtime*~~ *collaboratively* .
  Frequency
  ~~*Twice*~~ *1* ~~*weekly*~~ *per module.*
- ~~***Peer-editing/critiquing***~~ ***Web conferencing*** **:** *Students will* ~~*complete*~~ *interact* ~~*peer-editing*~~ *in real time with each other to discuss coursework and assignments.*
  Frequency
  ~~*Per*~~ *8* ~~*project*~~ *per semester to discuss coursework and assignments.*

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- ***Class discussion board:*** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  ~~*Weekly*~~ *1 per module.*
- *_* ***Quizzes, tests/exams:*** *_ Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency *_*
  1 per module with the exception of the Final Project Module.
- ***Lecture:*** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  ~~*Twice*~~ *18* ~~*weekly*~~ *synchronous per semester.*
- ***Video:*** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  ~~*At least 4*~~ *2 videos minimum per module.*
- *_* ***Brainstorming:*** *_ Brainstorming will be* ~~*shown*~~ *used to promote creative thinking.*
  Frequency *_*
  2 brainstorming sessions per semester during synchronous lectures and breakout rooms.
- ***Projects:*** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  ~~*There*~~ *1* ~~*will*~~ *solo* ~~*be*~~ *Final* ~~*5 projects for the semester*~~

- - ~~**Other:**~~ -
  ~~**Frequency**~~ -
  ~~Students will present 5 projects~~ Project.

Textbooks/Materials

Textbook

1. **Author(s)** ~~Andrew Faulkner,~~ Conrad Chavez
   Title Adobe Photoshop ~~CC~~ Classroom in a Book (~~2017~~ 2024 release)
   ISBN-13 978-0138262525
   Year ~~2017~~ 2023
2. **Author(s)** ~~Elaine~~ Mike ~~Weinmann~~ Rankin , ~~Peter~~ Nigel ~~Lourekas~~ French
   Title Photoshop CC: Visual QuickStart Guide (~~2015~~ 2022 release)
   ISBN-13 978-0137640836
   Year ~~2015~~ 2022
3. **Author(s)** Katrin Eismann, Wayne Palmer ~~, Dennis Dunbar~~
   Title Adobe Photoshop Restoration & Retouching
   Year ~~2017~~ 2018
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   This is the most recent version.

Other Materials Required of Students

v

1. **Enter Required Material**
   GDDM print card as necessary for color prints

General Education/Transfer Request

- Transfers to CSU
  Comments
  ~~Already approved.~~
  Already Approved ~~No~~ Yes
- Transfers to CSU
  Comments
  ~~Already approved.~~
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU

Comments

~~*Already approved.*~~

Already approved unsubstantial change ~~*No*~~ *Yes*

- *Transfers to CSU*

  Comments

  ~~*Already approved.*~~

  Already approved unsubstantial change ~~*No*~~ *Yes*

- *Transfers to CSU*

  Comments

  ~~*Already approved.*~~

  Already approved unsubstantial change ~~*No*~~ *Yes*

Codes and Dates

Course Codes

Originator ~~*Kuo, Peter*~~ *Jay, Michael*

Origination Date

~~*11*~~ *09* / ~~*16*~~ *23* / ~~*2020*~~ *2022*

Entry of Special Dates

-
-

Instructional Services

Effective Term ~~*Fall 2018*~~ *Fall 2025*

Implementation Date -

~~*01/02/2018*~~

10/25/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Graphic Design & Digital Media 58
Adobe Photoshop II
Effective: Fall 2025

Catalog Description:

GDDM 58 - Adobe Photoshop II
3.00 Units

Technical and design skill development course using Photoshop to create and manipulate images, illustrations, text and animations. Emphasis on intermediate- through advanced-level techniques and tools used to create photo-realistic composites, special effects, custom brushes, and Photoshop rendered imagery for print and screen.

Prerequisite: GDDM 53 with a minimum grade of C.

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

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 accurate electronic files for delivery to screen (web, app development, multimedia) and print (prepress, photo prints).
B. Generate special effects in Photoshop using filters, adjustment layers, layer masks, and layer effects.
C. Apply design principles in relationship to digital image painting manipulation, illustration and other composition tasks.
D. Compose and manipulate a variety of images from various sources into photorealistic composites.

Course Content:

Lab:

1. Modify resolution to files to formats such as JPEG, PNG and WebP to accomodate different viewports for mobile, tablet, and desktop devices.
2. Learn how to batch rename files using Adobe Bridge to increase automated production speed.
3. Make precise selections using channels in Photoshop to separate a subject from the background to use with another background.
4. Make a Warhol-like illustration using layer mask, adjustment layers, and smart objects.
5. Use Frequency Separation to eliminate acne in a portrait.

Lecture:

1. Review Photoshop basics
2. Working with color
    1. Convert a color image to grayscale.
    2. Create a duotone.
    3. Multiple images
    4. Painting Images
    5. Create original painted image.
3. Working with Layers
    1. Create a new adjustment layer.
    2. Create and edit a layer mask.
    3. Mask a layer with contents of another layer.
    4. Convert a layer style to individual layers.
    5. Add special effects to a layer.
4. Working with channels and masks
    1. Color channels
    2. Alpha channels
    3. Managing channels
    4. Additional channel techniques
    5. Quick mask mode
    6. Quick mask option
5. Editing images
    1. Move a specified distance.
    2. Align objects.
    3. Transform objects.
    4. Sharpen or blur details.
    5. Intensify or tone down an area.
    6. Duplicate an image.
    7. Save a snapshot.
    8. Lay an image over another image.
    9. Remove a moiré pattern from a scan.
    10. Erase an image's background.
    11. Making notes within an image.

12. Cropping
13. Adjusting colors and tones
14. Brighten or darken an image.
15. Increase or decrease contrast.
16. Adjust overall tones.
17. Equalize bright and dark areas.
18. Invert an image.
19. Create high contrast B&W image.
20. Locate and correct colors that won't print correctly.
21. De-saturate an area.
22. Increase color saturation of an area.
23. Adjust image's color balance.
24. Change hue and saturation.
25. Change individual colors.
26. Reduce number of colors in an image.
27. Adjusting color by mixing channels.
28. Adjusting an image based on thumbnails.

6. Filter Groups
    1. Artistic Effects
    2. Image-Retouching
    3. Distort and Stylize
    4. Render
    5. Type and Lighting effects
    6. Texture fill command
    7. Additional filters and plug-ins
    8. Other filter information
7. Transparency
8. Advanced Techniques for Web
    1. Slice images into selections.
    2. Create animations.
    3. Create image maps.
    4. Create image maps from layers.
    5. Create rollovers.
    6. Preview image in a web browser.
    7. Adjust image's gamma value.
    8. Optimize, save for web.
    9. Creating background images
9. Using Vanishing Point to create perspective
10. Brightness and contrast
11. Hue and saturation
12. Color picker options
13. Creating vector shapes
14. Printing and proofing set ups
15. Saving, importing and exporting file formats for a variety of media
16. Troubleshooting documents

Methods of Instruction:

1. Student Presentations - Used to develop soft skills in explaining presentation projects. Student presentations with class critiques helps student awareness of what others view their artwork.
2. Critique - Critiques during student presentations, such as a retro vinyl cover assignment, allows all students to develop soft skill as a presenter in explaining their process, choice of color, imagery, and the file construction.
3. Demonstration - 1. Present the class with a demonstration of how to Puppet Warp and had the class use Puppet Warp with anther image. 2. Presented the class with a demonstration on using Frequency Separation to remove skin imperfection and had the class use the technique on another image. 3. Presented the class with a demonstration of creating vector style image and having the class replicate the technique. 4. Presented the class with a demonstration of creating the Warhol Portrait Marilyn Effect and having the student recreate the effect with another image.

Typical Assignments

A. Laboratory:
    1. Photorealistic composite using a variety of image sources.
    2. UI/UX mockup and clickthrough.
    3. Custom texture and paint brushes.
    4. Produce web advertisign sets at various sizes with web optimized images.
    5. Generate textures, effects and objects using Photoshop only with no source images.

Methods of Evaluating Student Progress

A. Quizzes
    1. At the discretion of the instructor
B. Oral Presentation
    1. At the discretion of the instructor.
C. Projects
    1. Used to measure the usage of multiple instructional techniques from lectures in the creative process.
D. Class Participation
    1. At the discretion of the instructor
E. Class Work
    1. At the discretion of the instructor
F. Home Work
    1. At the discretion of the instructor.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Apply design principles in relationship to digital image painting manipulation, illustration and other composition tasks.
B. Compose and manipulate a variety of images from various sources into photo-realistic composites.

C. Create accurate electronic files for delivery to screen (web, app development, multimedia) and print (prepress, photo prints).
D. Generate special effects in Photoshop using filters, adjustment layers, layer masks, and layer effects.

Textbooks (Typical):

Textbook:

1. Conrad Chavez *Adobe Photoshop Classroom in a Book (2024 release)*. 1 ed., Adobe Press, 2023.
2. Mike Rankin, Nigel French *Photoshop CC: Visual QuickStart Guide (2022 release)*. 1 ed., Peachpit Press, 2022.
3. Katrin Eismann, Wayne Palmer *Adobe Photoshop Restoration & Retouching*. 4 ed., New Riders, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Required list of supplies to complete all of the assigned studies.
2. GDDM print card as necessary for color prints.

LAS POSITAS COLLEGE

Course Outline for Health 11
Health and Social Justice
Effective: Fall 2025

Catalog Description:

HEA 11 - Health and Social Justice
3.00 Units

This course provides an introduction to the health inequities specifically within the United States that stem from the unequal distribution of power, wealth, education, and services. Students will explore the social determinants of health including socioeconomic status, poverty, racism, violence, and living conditions. Agency, advocacy, community organizing, and policy development will be included.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Health

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 disparities in health outcomes in the United States by race, socioeconomic status, and gender.
B. Compare and contrast paradigms that seek to explain health disparities (individual approach, public health model, health capability paradigm).
C. Review recent public health literature detailing ways that the unequal distribution of power, wealth and education, as well as race and gender become embodied in disparate health outcomes.
D. Contrast United States policy on access to health insurance, providers, and services, to that of other developed countries, and analyze health care policies such as the Affordable Care Act.
E. Analyze the contribution of environmental conditions to disparate health outcomes using case studies.

F. Analyze case studies of prevalent health conditions to compare individual behavior change approaches, public health approaches, and the shared health governance approach.
G. Describe strategies to improve health outcomes such as agency, advocacy, community organizing, and/or policy development.
H. Demonstrate an advocacy skill such as preparing a policy brief, giving public testimony, community outreach, writing to an editor and/or contacting a politician.
I. Identify, assess, and utilize credible sources of public/community health information.
J. Communicate orally and in writing utilizing public health specific discipline language.

Course Content:

1. Socioeconomic Status, Educational Level, and Poverty as Social Determinants of Health
    1. Brief overview of social gradient in health outcomes between countries.
    2. Distribution of educational levels, income, and wealth in the United States
    3. Policy proposals to address poverty and inequities.
2. Race and Gender as Factors in Unequal Health Outcomes
    1. Historic origins of race in the United States
    2. Research on race as a social construct versus a biological category
    3. Policy proposals to reduce racial and gender gaps in health
3. Access to Health Care, Preventative Services, and Health Insurance
    1. Affordable Care Act
    2. Comparative analysis of health insurance across the United States and Internationally.
4. Environmental Justice and Health
    1. The "built environment" and "healthy communities"
    2. Toxic sources in low income communities
    3. Inadequate resources in low income communities
    4. Environmental equity strategies
5. Infectious and Chronic Diseases and their Social Determinants
    1. Differences in the incidence, prevalence, mortality, and burden of diseases and other health conditions among specific population groups.
    2. Social policies and programs to reduce disease.
    3. Information sources and significant organizations including WHO and public health agencies.
6. Case Studies of health disparities, health inequities, and/or social determinants of health on topics such as:
    1. Violence
    2. Nutrition, exercise and obesity
    3. Drugs
    4. Sex and gender
    5. Sexual orientation
    6. Disability
    7. Race and ethnicity
7. Strategies, Tactics, and Skills to Influence Health Policies and Health Outcomes
    1. Agency and individual responsibility
    2. Advocacy and community organizing
    3. Coalition building

4. Good policy for Health

Methods of Instruction:

1. Audio-visual Activity -
2. Lecture -
3. Discussion -
4. Research -
5. Student Presentations -
6. Projects -

Typical Assignments

A. Other:
    1. Participate in lecture/discussions
        1. Students will work in small groups to summarize the health disparities presented in a case study
    2. Reading
        1. Read Chapter 3 - What We Mean by Social Determinants of Health by V. Navarro in Donohoe.
        2. Read Chapter 6 - Homelessness in the United States: History, Epidemiology, Health Issues, Women, and Public Policy in Donohoe.
    3. Written assignment supported by credible source of information highlighting a health disparity
    4. Course Project
        1. Working individually or in a small group, research health outcomes for a vulnerable population such as maternal/infant/early life and identify health disparities. Present finding in a research paper or presentation.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Minimum of two exams/tests/quizzes
B. Quizzes
    1. Minimum of two exams/tests/quizzes
C. Research Projects
    1. Minimum of one research assignment, inlcuding requirement to utilize credible sources
D. Papers
    1. as deemed appropriate by instructor
E. Oral Presentation
    1. A final examination, course presentation, or course project.
F. Projects
    1. A final examination, course presentation, or course project.
G. Group Projects
    1. A final examination, course presentation, or course project.
H. Class Participation
    1. Regular/weekly

I. Class Work
    1. Regular/weekly
J. Home Work
    1. Regular/weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Discuss disparities in health outcomes in the United States.
B. Recognize the impacts of the unequal distribution of power, wealth and education, as well as race, socioeconomic status, and gender on health outcomes.
C. Utilize credible sources of health data and information, and communicate that information to a wide range of audiences through an array of media.

Textbooks (Typical):

Textbook:

1. Patti R. Rose *Health Disparities, Diversity, And Inclusion: Context, Controversies, and Solutions*. 1st ed., Jones & Bartlett Learning, 2018.
2. Grace Budrys *Unequal Health: How Inequality Contributes to Health or Illness*. 3rd ed., Rowman & Littlefield, 2017.
3. Jennifer P Ruger *Health and Social Justice*. 1st ed., Oxford University Press, 2010.
4. Richard Hofrichter *Health and Social Justice: Politics, Ideology, and Inequalities in the Distribution of Disease*. 1st ed., Jossey Bass - Wiley, 2003.
5. Martin Donahoe *Public Health and Social Justice - A Jossey Bass Reader*. 1st ed., Jossey Bass - Wiley, 2013.
6. Michael Marmot, Richard Wilkinson *Social Determinants of Health*. 2nd ed., Oxford University Press, 2008.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet access..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: JAMS 23 - Digital Storytelling

Course Modification: JAMS 23 - Digital Storytelling (Launched - Implemented 11-04-2024)
compared with
JAMS 23 - Multimedia Reporting (Active - Implemented 01-18-2023)

Cover

Course Title ~~Multimedia~~ Digital ~~Reporting~~ Storytelling
Effective Term Fall ~~2023~~ 2025
Catalog Description
This course will provide an introduction to multimedia storytelling with a journalism emphasis. Techniques that will be explored include use of video, photos, audio, animation, and text to convey interactive news and feature stories through the Internet and other electronic media. It also will include techniques in digital research, critical thinking, and synthesis.
_ It will introduce the legal and ethical issues in the recording of sources. Emphasis is placed upon the methods and techniques of multimedia reporting, including scripting, storyboarding, camera use, lighting, sound, and editing with video editing software such as Adobe Premiere Pro.
Material fees apply to this course? Yes
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Journalism and Media Studies - Associate of Arts Degree (Active) - Fall 2021
2. **Program** _ Journalism - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2021
3. **Program** _ Journalism - Associate in Arts Degree for Transfer (Launched) - Fall 2025
4. **Program** _ Journalism - Associate in Arts Degree for Transfer (Active) - Fall 2021

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Min Units ~~1~~ 2 .000
Min Units ~~2~~ 1 .000
TOTALS
Calculations

Lecture Hours	~~18~~	36
Lab Hours	~~108~~	54
Inside of Class Hours	~~126~~	90
Outside of Class Hours	~~36~~	72

Credit for Prior Learning

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Approved April 15, 2024 for Credit by Portfolio
The portfolio will include:
Video news story
Audio news story or podcast
Images, graphics, and infographics created for online distribution
Social media, including interactive media
Text for online media
Basic website creation

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Explain the basic components of ~~multimedia~~ digital reporting including use of visual communications, use of stand-ins, and the impact of camera movements
2. **Group Title** Produce ~~multimedia~~ digital slideshow stories using still photographs and integrate still photos into video
3. **Group Title** Critique ~~multimedia~~ digital stories and identify specific areas in which improvement can be made
4. **Group Title** Produce and demonstrate effective use of blogs and interactive social media in ~~multimedia~~ digital reporting

Course Content

Lecture Content

1. Use of equipment in ~~multimedia~~ digital reporting
    1. Camera
    2. Video camera
2. Introduction and practice with video and audio editing
    1. Video production using a digital camera
        1. Focusing

2. Lighting
3. Tripod use

2. iMovie
3. Adobe Premiere Pro

1. Three-point editing
2. Fades and transitions
3. Stills
4. Audio

3. Conventions of journalism
4. ~~Multimedia~~ Digital storytelling

1. Scripting and storyboarding
    1. Identifying and scouting for stories
    2. Brainstorming and scripting
    3. Storyboarding
        1. Scenes and shots
        2. Framing
        3. Camera movement
        4. Stills
        5. Stand-ins
        6. Equipment and crew organization

2. Research, including digital research techniques
3. Questions and interviewing
4. The role of multimedia storytelling in ~~converging~~ digital media
5. Identifying when and how to use traditional print, audio, video, multimedia, other visual, and social media in reporting

5. Conventions of editing

1. Copy editing
2. Photo editing
3. Video editing
4. Audio editing

6. Sound during video production

1. Omni-directional microphones
2. Shotgun microphones

7. ~~Multimedia~~ Digital storytelling techniques

1. Visual communications
2. Interviewing and researching
3. Use of stand-ins
4. Camera movement

8. Composition in video production
9. Still photos in ~~multimedia~~ digital storytelling
    1. Photoshop
    2. Slideshows
    3. Stills in video production
10. Uploading to the web
11. Assess digital media sources, including database
12. Video and or slideshow production through collaboration with team members and the college media
13. Introduction to legal and ethical concerns in multimedia reporting, including copyright
14. Critique and analysis of multimedia reporting
15. Blogs and interactive social media in multimedia reporting

Lab Content

1. Introductions and interviews
2. Cutting/Slicing story arc
3. Man on the Street
4. Guest interview
5. Text on Screen, Text videos
6. Intros, Transitions, and Lower-thirds
7. Narration and Voice Overs
8. Front of the camera/Broadcast
9. Live footage and action (Blood drive/on-campus event)

10. Social Media and Promotion
11. The Market (on-campus event)
12. Profiles assigned: Begin preparation
13. Profile: Script and interviews
14. Profile: Editing and finishing
15. Profile Due: Share and critique
16. Enterprise Assigned: Brainstorming and preparation
17. Enterprise: Research, script, and interviews
18. Enterprise: Editing and finishing
19. Enterprise Due: Share and critique
20. Podcasting
21. Simulcast show
22. Express Pairing: Brainstorming and preparation
23. Express Pairing: Research, script, and interviews
24. Express Pairing: Editing and finishing
25. Express Assignment Due: Share and critique
26. Media Packaging
27. Final Project Assigned: Brainstorming and preparation
28. Final Project Prep: Research, script, and interviews
29. Final Project: Editing and finishing
30. Final Project Due: Share and critique

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  ~~Use~~ Review audio -visual ~~and~~ work ~~video~~ in class
- Classroom Activity
  Comments
  Groups will with others to ~~view~~ create ~~and~~ a ~~complete~~ plan ~~assignments~~ for a digital story
- Critique
  Comments
  ~~Viewing~~ Students will critique and ~~evaluation~~ discuss ~~of~~ a ~~current~~ digital ~~multimedia~~ story ~~storytelling~~ created in class
- Demonstration
  Comments
  ~~In-class~~ Demonstrate ~~demonstration~~ interviewing ~~of equipment and software use~~ techniques
- Discussion
  Comments
  Discuss ~~and~~ current ~~prepare~~ ethical ~~for~~ issues ~~projects~~ in digital media
- Field Trips
  Comments
  ~~Media~~ Travel ~~organizations~~ to ~~that~~ digital ~~produce~~ media ~~multimedia~~ outlet ~~content~~ to learn about the industry
- Guest Lecturers
  Comments
  ~~Industry~~ Guest ~~professionals~~
- speaker ~~Individualized~~ from ~~Instruction~~
  ~~**Comments**~~ podcast
  ~~One-on-one~~ will ~~instruction to improve multimedia projects~~ present
- Lab
  Comments
  Work on digital story project with a group in the lab ~~to produce multimedia projects~~
- Lecture
  Comments
  ~~Lectures~~ Lecture ~~covering~~ on ~~all~~ ethical ~~phases~~ standards ~~of~~ in video production
- Projects
  Comments
  ~~Conduct~~ Students will complete a digital story with a group ~~critiques of issues for strengths and weaknesses~~
- Research
  Comments
  ~~Contemporary~~ Students ~~topics~~ will ~~concerning~~ conduct ~~online~~ background ~~media~~ research for a group project
- Student Presentations
  Comments

~~Present~~ Students ~~projects~~ will present digital story to the class and discuss the process of creating it

- Written Exercises
  Comments
  Students will complete written exercises related to copy editing text

Equity Based Curriculum

- ~~DE Course Interaction~~
  ~~**Address**~~
  ~~Distance Education will increase the access to the course by all students.~~
- ~~Methods of Instruction~~
  ~~**Address**~~
  ~~The methods of instruction are designed to be inclusive to students with diverse backgrounds and learning styles.~~
- Assignments
  Address
  The assignments will include opportunities for storytelling from diverse communities and of culturally relevant material, allowing access to all.
- Typical Texts
  Address
  The typical texts, including digital material, will include storytelling from diverse communities and of culturally relevant material.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   1. Storyboards:

      1. Create a storyboard outlining all scenes, camera movements, stills, and narration.
      2. Include responsibilities of sound and lighting technician.

   2. Shooting:

      1. Shoot all scenes of video as sequenced in storyboard without editing during post-production.

3. Adobe Premiere Pro:

    1. Edit identical reel in two styles:

        1. the first conveying opinion, the second conveying fact.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

   ~~Upon completion of JAMS 23, the student will be able to produce~~ Produce video that presents local news in a professional manner.

   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Communicate Visually and Symbolically : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Determine which technology will effectively and efficiently produce the desired results
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Use appropriate technology to acquire, organize, analyze, and communicate
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Demonstrate ethical, legal, and safe practices when using technology
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Individual consultation with students
- Exams/Tests
  Frequency
  Once per month
- Quizzes
  Frequency
  Weekly
- Portfolios
  Frequency
  One time, at end of semester
- Projects
  Frequency
  Monthly
- Field Trips
  Frequency

One time during the semester

- Group Projects
  Frequency
  Monthly
- Class Participation
  ~~**Frequency**~~ -
  ~~Weekly~~
- Class Work
- Home Work
- Lab Activities
- Class Performance
  Frequency
  Weekly
- Final Class Performance
  Frequency
  One time, at end of semester
- Final Public Performance
  Frequency
  One time, at end of semester (project published)

Distance Education

Does (or will) this course have a DE component? ~~Yes~~ No

~~**Delivery Methods**~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~
- ~~**Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*~~
- ~~**Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*~~

Explain why this course should be offered in Distance Education mode.

~~1) This course should be offered in Distance Education Mode to increase accessibility and options for Journalism and Media Studies classes for students. In addition, offering this course as a DE course will help to ensure the course is not canceled for low enrollment.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~My colleague and I have discussed the need to increase accessibility to this class and to ensure the class is not canceled. During the pandemic, not only did students become more accustomed to online learning but also additional resources like Splashtop have become available, making this highly technical class an option for Distance Education.~~

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- ~~Closed captioning for videos.~~

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- ~~Transcription for audio.~~
- ~~Alt-text/ tags for images.~~
- ~~Utilizing headers/styles for text formatting to make web pages accessible for screen readers.~~
- ~~Formatting and coding to make tables accessible for screen readers.~~
- ~~Exploratory links.~~
- ~~Proper color contrast.~~

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~Yes~~ No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~Yes~~ No

A student can achieve the same goals and objectives identified in the course outline of record. ~~Yes~~ No

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~Yes~~ No

The same assessments and level of student accountability can be achieved. ~~Yes~~ No

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  This will be done on a weekly basis, at minimum.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  This will be done on a weekly basis, at minimum.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  This will be done on a weekly basis, at minimum.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  This will be done on a weekly basis, at minimum.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  This will be done on a weekly basis.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  This will be done on a weekly basis, at minimum.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  This will be done on a weekly basis, at minimum.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be

achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- - **Email:** - *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency -
  This will be done on a weekly basis, at minimum.
- - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency -
  This will be done on a weekly basis, at minimum.
- - **Group work:** - *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency -
  This will be done on a weekly basis, at minimum.
- - **Chat:** - *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency -
  This will be done on a weekly basis, at minimum.
- - **Peer-editing/critiquing:** - *Students will complete peer-editing assignments.*
  Frequency -
  This will be done on a weekly basis, at minimum.
- - **Social networking:** - *A social network tool will be used so students can communicate on course topics.*
  Frequency -
  This will be done on a weekly basis, at minimum.
- - **Web conferencing:** - *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency -
  This will be done on a weekly basis, at minimum.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency -
  This will be done on a weekly basis, at minimum.
- - **Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency -
  This will be done on a weekly basis, at minimum.

- - **Written papers:** - *Papers will be written on various topics.*
  Frequency -
  This will be done on a monthly basis.
- - **Research Assignments:** - *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency -
  This will be done on a monthly basis, at minimum.
- - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency -
  This will be done on a monthly basis.
- - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency -
  This will be done on a weekly basis.
- - **Simulations:** - *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency -
  This will be done on a weekly basis.
- - **Video:** - *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency -
  This will be done on a weekly basis.
- - **Field Trips:** - *Students will attend live or virtual field trips.*
  Frequency -
  This will be done once per semester.
- - **Games:** - *Games will be used to reinforce learned material.*
  Frequency -
  This will be done once per semester, at minimum.
- - **Brainstorming:** - *Brainstorming will be used to promote creative thinking.*
  Frequency -
  This will be done on a monthly basis, at minimum.
- - **Projects:** - *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency -
  This will be done on a monthly basis, at minimum.
- - **Case studies:** - *Students will evaluate real-world problems, situations, etc.*
  Frequency -
  This will be done on a monthly basis, at minimum.
- - **Student presentations:** - *Students will prepare and present on a topic being studied.*
  Frequency -
  This will be done on a monthly basis, at minimum.
- - **Other:** -
  Frequency -
  This will be done on a monthly basis, at minimum.

Textbooks/Materials

Textbook

1. **Author(s)** ~~Al~~ Bob ~~Thompkins~~ Dotson
   Title ~~Aim~~ Make ~~for~~ It ~~the Heart; Write, Shoot, Report and Produce for TV and Multimedia~~ Memorable
   Publisher ~~CQ~~ Rowman ~~Press~~ & Littlefield Publishers
   ISBN-13 978-1538174906
   Year ~~2018~~ 2023
2. **Author(s)** ~~Mark~~ ~~Briggs~~ Seth Gitner
   Title ~~Journalism~~ Multimedia ~~Next:~~ Storytelling ~~A Practical Guide to~~ for Digital ~~Reporting~~ Communicators ~~and~~ in ~~Publishing~~ a Multiplatform World
   Edition ~~4th~~ 2nd
   Publisher ~~CQ Press~~ Routledge
   ISBN-13 978-1138332560
   Year ~~2020~~
3. ~~**Author(s)** - Mark S. Luckie~~
   ~~**Title** - The Digital Journalist's Handbook~~
   ~~**Edition** - 1st~~
   ~~**Publisher** - CreateSpace~~
   ~~**Year** - 2012~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - I updated the author. No new edition exists.~~
4. ~~**Author(s)** - Kobre, K. , Kenneth Kobre~~
   ~~**Title** - Videojournalism: Multimedia Storytelling~~
   ~~**Edition** -~~
   ~~**Publisher** - Focal Press-Elesvier~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2012~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - I updated the author information. A new edition has not been published.~~
   ~~**Or Equivalent** - No~~
5. ~~**Author(s)** - Jennifer Brannock Cox~~
   ~~**Title** - Feature Writing and Reporting: Journalism in the Digital Age~~
   ~~**Edition** - 1st~~
   ~~**Publisher** - Sage~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2021~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~ 2022
6. **Author(s)** Anthony Adornato
   Title Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism
   Edition 2nd
   Publisher Routledge
   ~~**ISBN-13** -~~

Year 2022

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

~~**Or Equivalent**~~ - ~~No~~

Codes and Dates

Course Codes

Origination Date

~~03~~ 11 / ~~22~~ 01 / ~~2022~~ 2024

Parent Course

JAMS 23 - Multimedia Reporting

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~11/15/2022~~

- State Approval

  ~~11/16/2022~~

- CC Approval

  ~~09/19/2022~~

Instructional Services

Effective Term ~~Fall 2023~~ Fall 2025

Implementation Date -

~~01/18/2023~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Journalism and Media Studies 23
Digital Storytelling
Effective: Fall 2025

Catalog Description:

JAMS 23 - Digital Storytelling
3.00 Units

This course will provide an introduction to multimedia storytelling with a journalism emphasis. Techniques that will be explored include use of video, photos, audio, animation, and text to convey interactive news and feature stories through the Internet and other electronic media. It also will include techniques in digital research, critical thinking, and synthesis. It will introduce the legal and ethical issues in the recording of sources. Emphasis is placed upon the methods and techniques of multimedia reporting, including scripting, storyboarding, camera use, lighting, sound, and editing with video editing software such as Adobe Premiere Pro.

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Mass Communication, or Journalism, or Multimedia

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 of all components of a prosumer-level digital video and still camera
B. Produce and edit digital video and audio using video editing software such as Adobe Premiere Pro
C. Describe conventions of journalism
D. Assess digital storytelling strategies and demonstrate effective storytelling techniques, knowing when and how to use traditional print, audio, video, multimedia, other visual and social media

E. Demonstrate appropriate use of copy editing techniques for written work
F. Demonstrate use of omni-directional and shotgun microphone for sound recording
G. Explain the basic components of digital reporting including use of visual communications, use of stand-ins, and the impact of camera movements
H. Describe basic elements of composition
I. Produce digital slideshow stories using still photographs and integrate still photos into video
J. Produce and upload videos online
K. Identify and access digital media sources, including databases
L. Produce a finished video and/or slideshow for integration into the web sites of the other college media
M. Interpret and apply legal and ethical issues to works created, including copyright
N. Critique digital stories and identify specific areas in which improvement can be made
O. Produce and demonstrate effective use of blogs and interactive social media in digital reporting

Course Content:

Lab:

1. Introductions and interviews
2. Cutting/Slicing story arc
3. Man on the Street
4. Guest interview
5. Text on Screen, Text videos
6. Intros, Transitions, and Lower-thirds
7. Narration and Voice Overs
8. Front of the camera/Broadcast
9. Live footage and action (Blood drive/on-campus event)
10. Social Media and Promotion
11. The Market (on-campus event)
12. Profiles assigned: Begin preparation
13. Profile: Script and interviews
14. Profile: Editing and finishing
15. Profile Due: Share and critique
16. Enterprise Assigned: Brainstorming and preparation
17. Enterprise: Research, script, and interviews
18. Enterprise: Editing and finishing
19. Enterprise Due: Share and critique
20. Podcasting
21. Simulcast show
22. Express Pairing: Brainstorming and preparation
23. Express Pairing: Research, script, and interviews
24. Express Pairing: Editing and finishing
25. Express Assignment Due: Share and critique
26. Media Packaging
27. Final Project Assigned: Brainstorming and preparation
28. Final Project Prep: Research, script, and interviews
29. Final Project: Editing and finishing

30. Final Project Due: Share and critique

Lecture:

1. Use of equipment in digital reporting
    1. Camera
    2. Video camera
2. Introduction and practice with video and audio editing
    1. Video production using a digital camera
        1. Focusing
        2. Lighting
        3. Tripod use
    2. iMovie
    3. Adobe Premiere Pro
        1. Three-point editing
        2. Fades and transitions
        3. Stills
        4. Audio
3. Conventions of journalism
4. Digital storytelling
    1. Scripting and storyboarding
        1. Identifying and scouting for stories
        2. Brainstorming and scripting
        3. Storyboarding
            1. Scenes and shots
            2. Framing
            3. Camera movement
            4. Stills
            5. Stand-ins
            6. Equipment and crew organization
    2. Research, including digital research techniques
    3. Questions and interviewing
    4. The role of multimedia storytelling in digital media
    5. Identifying when and how to use traditional print, audio, video, multimedia, other visual, and social media in reporting
5. Conventions of editing
    1. Copy editing
    2. Photo editing
    3. Video editing
    4. Audio editing
6. Sound during video production
    1. Omni-directional microphones
    2. Shotgun microphones
7. Digital storytelling techniques
    1. Visual communications
    2. Interviewing and researching

    3. Use of stand-ins
    4. Camera movement
8. Composition in video production
9. Still photos in digital storytelling
    1. Photoshop
    2. Slideshows
    3. Stills in video production
10. Uploading to the web
11. Assess digital media sources, including database
12. Video and or slideshow production through collaboration with team members and the college media
13. Introduction to legal and ethical concerns in multimedia reporting, including copyright
14. Critique and analysis of multimedia reporting
15. Blogs and interactive social media in multimedia reporting

Methods of Instruction:

1. Audio-visual Activity - Review audio-visual work in class
2. Classroom Activity - Groups will with others to create a plan for a digital story
3. Critique - Students will critique and discuss a digital story created in class
4. Demonstration - Demonstrate interviewing techniques
5. Discussion - Discuss current ethical issues in digital media
6. Field Trips - Travel to digital media outlet to learn about the industry
7. Guest Lecturers - Guest speaker from podcast will present
8. Lab - Work on digital story project with a group in the lab
9. Lecture - Lecture on ethical standards in video production
10. Projects - Students will complete a digital story with a group
11. Research - Students will conduct background research for a group project
12. Student Presentations - Students will present digital story to the class and discuss the process of creating it
13. Written Exercises - Students will complete written exercises related to copy editing text
14. Coached supervision during lab sessions
15. Individual conferences about work produced

Typical Assignments

A. Project:
    1. Storyboards:
        1. Create a storyboard outlining all scenes, camera movements, stills, and narration.
        2. Include responsibilities of sound and lighting technician.
    2. Shooting:
        1. Shoot all scenes of video as sequenced in storyboard without editing during post-production.
    3. Adobe Premiere Pro:
        1. Edit identical reel in two styles:
            1. the first conveying opinion, the second conveying fact.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Once per month
B. Quizzes
    1. Weekly
C. Portfolios
    1. One time, at end of semester
D. Projects
    1. Monthly
E. Field Trips
    1. One time during the semester
F. Group Projects
    1. Monthly
G. Class Participation
    1. Weekly
H. Class Work
    1. Weekly
I. Home Work
    1. Weekly
J. Lab Activities
    1. Weekly
K. Class Performance
    1. Weekly
L. Final Class Performance
    1. One time, at end of semester
M. Final Public Performance
    1. One time, at end of semester (project published)
N. Individual consultation with students
    1. Once per month

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Produce video that presents local news in a professional manner.

Textbooks (Typical):

Textbook:

1. Bob Dotson *Make It Memorable* . 3rd ed., Rowman & Littlefield Publishers, 2023.
2. Seth Gitner *Multimedia Storytelling for Digital Communicators in a Multiplatform World* . 2nd ed., Routledge, 2022.
3. Anthony Adornato *Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism*. 2nd ed., Routledge, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Flash drive and a camera with video capability.
2. Access to the internet..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 16 - The Successful Student Athlete

Course Modification: KIN 16 - The Successful Student Athlete (Launched - Implemented 10-29-2024)
compared with
KIN 16 - The Successful Student Athlete (Active - Implemented 08-17-2016)

Cover

Effective Term Fall ~~2016~~ 2025
TOP Code 1270.00 - Kinesiology
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable

Units/Hours

CB04: Credit Status C - Credit - Not Degree Applicable
CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
   ~~Demonstrate an understanding of~~ Discuss balancing academics and athletics, and the probability of success in athletics.

Equity Based Curriculum

- Assignments
  Address

Assignments
All assignments are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Web searches with related writing activities
   2. Discussion groups
   3. Transfer and eligibility activities relating to Division I, II, III, NAIA
   4. Personal evaluation and goal setting activities

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of KIN 16, students should be able to demonstrate~~ Demonstrate knowledge of CCCAA regulations for eligibility and show an understanding of NCAA regulations for transfer and immediate eligibility.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
- Each ~~Papers~~
  ~~**Frequency**~~ -
  module
- Class Participation
  Frequency
  Each module

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.

This course has already been offered and has been offered as a DE course.

Textbooks/Materials

Textbook

1. **Author(s)** Human Kinetics
   Title High Performance Training for Sports
   Edition 2
   Publisher Human Kinetics
   Year 2022
2. **Author(s)** Barbara A. Bushman
   Title Fitness Professionals Handbooks
   Edition 8
   Publisher Human Kinetics
   Year 2025
3. **Author(s)** Trent A Petrie, Dougles M Hankes, Eric L Denson
   Title A Student Athlete's Guide To Success
   Edition 3rd
   Publisher Cengage Learning
   ISBN-13
   Year 2011
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
4. **Author(s)** Barry Brown
   Title The Student-Athlete Playbook: Success in the Classroom, Sports & Life!
   Edition 1st
   Publisher Bar-Red Entertainment Group
   ISBN-13
   Year 2014
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Craighead, Jason~~ Cumbo, Andrew

Origination Date

~~08~~ 10 / ~~20~~ 23 / ~~2007~~ 2024

Parent Course

KIN 16 - The Successful Student Athlete

No Previous Course

Entry of Special Dates

- CC Approval

  ~~05/09/2007~~

Instructional Services

Effective Term ~~Fall 2016~~ Fall 2025

Implementation Date

~~08/17/2016~~

10/29/2024

Course CB Codes

CB03: TOP Code

127000 - Kinesiology

CB04: Credit Status

C - Credit - Not Degree Applicable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 16
The Successful Student Athlete
Effective: Fall 2025

Catalog Description:

KIN 16 - The Successful Student Athlete
1.00 Units

This course is designed to assist the student-athlete in developing realistic expectations and goals of college, explore academic programs, and understand what is necessary to succeed in college while competing in an intercollegiate sport. This course will also discuss the probability of becoming a professional athlete and life after athletics. The rules and regulations of the California Community College Athletic Association (CCCAA), National Intercollegiate Athletic Association (NCAA), and the National Association of Intercollegiate Athletics (NAIA) will be defined and explored to bring awareness to the student-athlete regarding eligibility and transferring to a four-year institution.

Course Grading: Letter Grade Only

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Discipline:

Kinesiology

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 balancing academics and athletics, and the probability of success in athletics.
B. Identify and utilize a variety of academic resources available to students on campus.
C. Evaluate opportunities for transfer, degrees, and/or professional careers after LPC
D. Complete and describe the eligibility process for competing in California Community College Athletic Association (CCCAA) intercollegiate competition.

E. Distinguish between NCAA (Division I, II, III) and NAIA requirements for transfer and immediate eligibility.

Course Content:

1. Introduction to college athletics
    1. Course overview
    2. Balancing academics and athletics
        1. Goal setting (SMART)
    3. Probability of success in athletics
    4. Life after athletics (Where do I go from here?)
2. Planning Your Education
    1. CCCAA compliance dates by sport/semester
    2. Life Goals
        1. Short term
        2. Long term
    3. Career and Major opportunities within the Kinesiology discipline
    4. Transfer institutions that fit academic and athletic priorities
        1. Athletic transfer eligibility
        2. What school is best for you and why
    5. Using the SEP for success in transferring
        1. Within California
        2. Outside California
3. Campus resources assisting in the learning and transfer process including but not limited to:
    1. Library
    2. Internet
    3. Tutorial center
    4. Counseling
    5. Transfer center
    6. Financial aid/Scholarships
    7. Computer center
    8. Integrated learning center
    9. DSPS
    10. EOPS
    11. Health and wellness center
4. Rules and Regulations/Athletic eligibility requirements to transfer and compete at a four-year college
    1. CCCAA
        1. 1st year
        2. 2nd year
    2. Your "Clock"
        1. Red shirt
        2. Grey shirt
    3. NCAA transfer requirements
        1. Division I, II, and III
        2. 2-4, 4-2-4

3. Qualifier vs. Non-qualifier
4. AA/AS/AA-T degrees, CSU GE, IGETC
5. 40%, 60%, 80% Rule for Division I transfers

4. NAIA transfer requirements

Methods of Instruction:

1. Lecture - Students will be presented with lecture topics relating to the course content.
2. Written Exercises - Students will examine specific case studies of student athletes transferring to various four-year schools to participate in athletics.
3. Research - Students will research four-year institutions with their intended major as well as transfer requirements for admission into the college as well as athletic eligibility.

Typical Assignments

A. Other:
    1. Web searches with related writing activities
    2. Discussion groups
    3. Transfer and eligibility activities relating to Division I, II, III, NAIA
    4. Personal evaluation and goal setting activities

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Each module
B. Class Participation
    1. Each module

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate knowledge of CCCAA regulations for eligibility and show an understanding of NCAA regulations for transfer and immediate eligibility.

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbooks*. 8 ed., Human Kinetics, 2025.
3. Trent A Petrie, Dougles M Hankes, Eric L Denson *A Student Athlete's Guide To Success*. 3rd ed., Cengage Learning, 2011.
4. Barry Brown *The Student-Athlete Playbook: Success in the Classroom, Sports & Life!*. 1st ed., Bar-Red Entertainment Group, 2014.

Manual:

1. CCCAA. CCCAA Constitution. California Community College Athletic Association, 2014.

2. NCAA. NCAA Transfer Guide 2014-2015. National Collegiate Athletic Association, 2014.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet access.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 29A - Independent Study, Intercollegiate Athletics

Course Modification: KIN 29A - Independent Study, Intercollegiate Athletics (Launched - Implemented 10-29-2024)
compared with
KIN 29A - Independent Study, Intercollegiate Athletics (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
Max Units ~~0~~ 2 .000
TOTALS
Calculations

Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Course Content

Lecture Content
Lab Content

1. Develop skills and knowledge that reinforce, or expand upon, Intercollegiate Athletics concepts
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to Intercollegiate Athletics

~~**Lab Content**~~

Methods of Instruction

Other ~~No~~ Yes

1. **Explain**
   All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions

Equity Based Curriculum

- Methods of Instruction
  Address
  Instruction
  All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading Assignments~~

      1. Identification of a research project may include extensive reading.
   2.

2. **Assignment Type** Writing
   Add Assignment

   1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.

   1. ~~Lab~~
3. **Assignment** ~~**Work**~~ **Type** Laboratory
   Add Assignment

   1. Completion of a project may include laboratory or field work

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   SLOs will be decided on an individual basis through consultation between the student and faculty.

Textbooks/Materials

Other ~~No~~ Yes

Other Learning Materials

1. **Other**

Codes and Dates

Course Codes

Originator ~~Kutil, Craig~~ Cumbo, Andrew

Origination Date

~~03~~ 10 / ~~09~~ 23 / ~~2018~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

KIN 29A - Independent Study, Intercollegiate Athletics

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/19/2018~~
- State Approval

  ~~06/21/2018~~
- CC Approval

  ~~04/16/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date

~~01/01/2019~~

10/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 29A
Independent Study, Intercollegiate Athletics
Effective: Fall 2025

Catalog Description:

KIN 29A - Independent Study, Intercollegiate Athletics
0.50 - 2.00 Units

Supervised study in the area of Intercollegiate Athletics. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.

Course Grading: Optional

Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Develop a project in Intercollegiate Athletics to develop skills or deepen knowledge
B. Complete the project according to established standards in the field
C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

1. Develop skills and knowledge that reinforce, or expand upon, Intercollegiate Athletics concepts
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to Intercollegiate Athletics

Methods of Instruction:

1. Discussion - With instructor

2. Projects - As noted in the Independent study form
3. Classroom Activity - Work with faculty member to develop necessary skills to full fill independent study.
4. Demonstration - As noted in the Independent study form
5. Independent Study
6. Written Exercises - As noted in the Independent study form
7. All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions

Typical Assignments

A. Reading:
    1. Identification of a research project may include extensive reading.
B. Writing:
    1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.
C. Laboratory:
    1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

A. Portfolios
    1. due by the end of the semester
B. Papers
    1. due by the end of the semester
C. Oral Presentation
    1. due by the end of the semester
D. Projects
    1. status reports may be due weekly to promote frequency of actitivies completed during the week. Entire project and lab activities due by the end of the semester
E. Lab Activities
    1. status reports may be due weekly to promote frequency of actitivies completed during the week. Entire project and lab activities due by the end of the semester
F. Research Projects
    1. due by the end of the semester
G. Assigments/activities specified on Independent Study Form -due by the end of the semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. SLOs will be decided on an individual basis through consultation between the student and faculty.

Textbooks (Typical):

Other Learning Materials:

1. .

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 29K - Independent Study, Kinesiology

Course Modification: KIN 29K - Independent Study, Kinesiology (Launched - Implemented 10-29-2024)
compared with
KIN 29K - Independent Study, Kinesiology (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
Max Units ~~0~~ 2 .000
TOTALS
Calculations

Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Course Content

Lecture Content
Lab Content

1. Develop skills and knowledge that reinforce, or expand upon, Kinesiology concepts
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to Kinesiology

~~**Lab Content**~~

Methods of Instruction

Other ~~No~~ Yes

1. **Explain**
   All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions.

Equity Based Curriculum

- Methods of Instruction
  Address
  All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading Assignments~~

      1. Identification of a research project may include extensive reading.

   2.

2. **Assignment Type** Writing
   Add Assignment

   1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.

1. ~~Lab~~
3. **Assignment** ~~**Work**~~ **Type** Laboratory
   Add Assignment

   1. Completion of a project may include laboratory or field work

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   SLOs will be decided on an individual basis through consultation between the student and faculty

Methods of Evaluation

Please Explain

~~Assigments~~ Assignments /activities specified on Independent Study Form -due by the end of the semester

Textbooks/Materials

Other ~~No~~ Yes

Other Learning Materials

1. **Other**

Codes and Dates

Course Codes

Originator ~~Kutil, Craig~~ Cumbo, Andrew

Origination Date

~~03~~ 10 / ~~09~~ 23 / ~~2018~~ 2024

Parent Course

KIN 29K - Independent Study, Kinesiology

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/21/2018~~
- CC Approval
  ~~04/16/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date
~~01/01/2019~~

10/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 29K
Independent Study, Kinesiology
Effective: Fall 2025

Catalog Description:

KIN 29K - Independent Study, Kinesiology
0.50 - 2.00 Units

Supervised study in the area of Kinesiology. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.

Course Grading: Optional

Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Develop a project in Kinesiology to develop skills or deepen knowledge
B. Complete the project according to established standards in the field
C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

1. Develop skills and knowledge that reinforce, or expand upon, Kinesiology concepts
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to Kinesiology

Methods of Instruction:

1. Discussion - With instructor

2. Projects - As noted in the Independent study form
3. Classroom Activity - Work with faculty member to develop necessary skills to full fill independent study.
4. Demonstration - As noted in the Independent study form
5. Independent Study
6. Written Exercises - As noted in the Independent study form
7. All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions.

Typical Assignments

A. Reading:
    1. Identification of a research project may include extensive reading.
B. Writing:
    1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.
C. Laboratory:
    1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

A. Research Projects
    1. due by the end of the semester
B. Portfolios
    1. due by the end of the semester
C. Papers
    1. due by the end of the semester
D. Oral Presentation
    1. due by the end of the semester
E. Projects
    1. status reports may be due weekly to promote frequency of actitivies completed during the week. Entire project and lab activities due by the end of the semester
F. Lab Activities
    1. status reports may be due weekly to promote frequency of actitivies completed during the week. Entire project and lab activities due by the end of the semester
G. Assignments/activities specified on Independent Study Form -due by the end of the semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. SLOs will be decided on an individual basis through consultation between the student and faculty

Textbooks (Typical):

Other Learning Materials:

1. .

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 29P - Independent Study, Physical Education

Course Modification: KIN 29P - Independent Study, Physical Education (Launched - Implemented 10-29-2024)
compared with
KIN 29P - Independent Study, Physical Education (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
Max Units ~~0~~ 2 .000
TOTALS
Calculations

Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Course Content

Lecture Content
Lab Content

1. Develop skills and knowledge that reinforce, or expand upon, Physical Education concepts
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to Physical Education

~~**Lab Content**~~

Equity Based Curriculum

- Methods of Instruction
  Address
  All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading Assignments~~

      1. Identification of a research project may include extensive reading.
   2.

2. **Assignment Type** Writing
   Add **Assignment**

   1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.

   1. ~~Lab~~
3. **Assignment** ~~**Work**~~ **Type** Laboratory
   Add Assignment

   1. Completion of a project may include laboratory or field work

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   SLOs will be decided on an individual basis through consultation between the student and faculty

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No
Other ~~No~~ Yes
Other Learning Materials

1. **Other**
   Textbooks are determined by the instructor in consultation with the student.

Codes and Dates

Course Codes
Originator ~~Kutil, Craig~~ Cumbo, Andrew
Origination Date
~~03~~ 10 / ~~09~~ 23 / ~~2018~~ 2024
Proposal Type
~~New~~ Course ~~Course~~ Modification
Parent Course
KIN 29P - Independent Study, Physical Education
No Previous Course
Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/21/2018~~
- CC Approval
  ~~04/30/2018~~

Instructional Services
Effective Term ~~Spring 2019~~ Fall 2025
Implementation Date
~~01/01/2019~~

10/29/2024

Course CB Codes
CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB27: Upper Division Status N - Course is not an upper division course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 29P
Independent Study, Physical Education
Effective: Fall 2025

Catalog Description:

KIN 29P - Independent Study, Physical Education
0.50 - 2.00 Units

Supervised study in the area of Physical Education. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.

Course Grading: Optional

Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Develop a project in Physical Education to develop skills or deepen knowledge
B. Complete the project according to established standards in the field
C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

1. Develop skills and knowledge that reinforce, or expand upon, Physical Education concepts
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to Physical Education

Methods of Instruction:

1. Discussion - With instructor

2. Projects - As noted in the Independent study form
3. Classroom Activity - Work with faculty member to develop necessary skills to full fill independent study.
4. Demonstration - As noted in the Independent study form
5. Independent Study
6. Written Exercises - As noted in the Independent study form

Typical Assignments

A. Reading:
    1. Identification of a research project may include extensive reading.
B. Writing:
    1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.
C. Laboratory:
    1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

A. Research Projects
    1. due by the end of the semester
B. Portfolios
    1. due by the end of the semester
C. Papers
    1. due by the end of the semester
D. Oral Presentation
    1. due by the end of the semester
E. Projects
    1. status reports may be due weekly to promote frequency of actitivies completed during the week. Entire project and lab activities due by the end of the semester
F. Lab Activities
    1. status reports may be due weekly to promote frequency of actitivies completed during the week. Entire project and lab activities due by the end of the semester
G. Assigments/activities specified on Independent Study Form -due by the end of the semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. SLOs will be decided on an individual basis through consultation between the student and faculty

Textbooks (Typical):

Other Learning Materials:

1. Textbooks are determined by the instructor in consultation with the student..

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 38A - Pre-Season Intercollegiate Men's Soccer

Course Modification: KIN 38A - Pre-Season Intercollegiate Men's Soccer (Launched - Implemented 10-29-2024)
compared with
KIN 38A - Pre-Season Intercollegiate Men's Soccer (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
Max Units 2.000
TOTALS
Calculations

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Course Content

Lecture Content
Lab Content

1. Fundamental soccer skills
    1. Passing
    2. Dribbling
    3. Heading
    4. Shooting

5. Trapping

6. Receiving of the ball

2. Implementing the different offensive and defensive strategies of soccer play.
3. Demonstration of appropriate soccer conditioning exercises
4. Exhibiting sportsmanship during soccer play
5. Presentation of the appropriate rules of soccer play.
6. Describe the correct usage and maintenance of soccer equipment

~~Lab Content~~

Equity Based Curriculum

- Methods of Instruction
  Address
  All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Skills assessment of passing, dribbling, heading, shooting and receiving.
   2. Group competitive play.
   3. Exercises and drills proper for soccer play.
   4. Participate in soccer activities at various positions.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of KIN 38A, students should be able to demonstrate~~ Demonstrate effective defensive tactics.

2. **Outcome Text**
   ~~Upon completion of KIN 38A, students should be able to demonstrate~~ Demonstrate effective offensive tactics.

Distance Education

Does (or will) this course have a DE component? ~~Yes~~ No

~~**Delivery Methods**~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Explain why this course should be offered in Distance Education mode.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals during a time of emergency.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

~~**Emergency Delivery Methods**~~

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- ~~Closed captioning for videos.~~

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- ~~Transcription for audio.~~
- ~~Alt-text/ tags for images.~~
- ~~Utilizing headers/styles for text formatting to make web pages accessible for screen readers.~~
- ~~Formatting and coding to make tables accessible for screen readers.~~
- ~~Exploratory links.~~
- ~~Proper color contrast.~~

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~Yes~~ No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~Yes~~ No

A student can achieve the same goals and objectives identified in the course outline of record. ~~Yes~~ No

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~Yes~~ No

The same assessments and level of student accountability can be achieved. ~~Yes~~ No

~~DE Course Interactions~~

~~Instructor-Student Interaction~~

~~Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)~~

- ~~**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*~~
  ~~**Frequency**~~
  ~~Minimum four times per semester~~
- ~~**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*~~

Frequency -
Minimum four times per semester

- - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency -
  Minimum four times per semester
- - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*
  Frequency -
  Minimum four times per semester

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- - **Email:** - *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency -
  Minimum once per semester
- - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency -
  Minimum four times per semester

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency -
  Minimum four times per semester
- - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency -
  Minimum four times per semester
- - **Practice quizzes, tests/exams:** - *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*

~~**Frequency** -~~
~~Minimum four times per semester~~

- ~~- **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*~~
  ~~**Frequency** -~~
  ~~Minimum four times per semester~~
- ~~- **Simulations:** - *Simulations will be used by students so they can participate in and learn from processes.*~~
  ~~**Frequency** -~~
  ~~Weekly~~
- ~~- **Video:** - *Video will be used to demonstrate procedures and to help students visualize concepts.*~~
  ~~**Frequency** -~~
  ~~Minimum once per semester~~

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- 7 - Kinesiology
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date
~~11~~ 10 / ~~16~~ 22 / ~~2020~~ 2024

Parent Course
KIN 38A - Pre-Season Intercollegiate Men's Soccer
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/19/2018~~
- CC Approval

~~04/02/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date
~~01/01/2019~~

10/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 38A
Pre-Season Intercollegiate Men's Soccer

Effective: Fall 2025

Catalog Description:

KIN 38A - Pre-Season Intercollegiate Men's Soccer
1.00 - 2.00 Units

Students will work on fundamental skills of soccer, such as, kicking, passing, trapping, heading and physical conditioning which are needed for controlled outdoor higher levels of soccer play, discuss and employ basic offensive and defensive strategies and tactics; use and apply the rules governing outdoor soccer play.

Course Grading: Letter Grade Only

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

Upon completion of this course, the student should be able to:

A. Perform fundamental soccer skills such as passing, dribbling, heading, shooting, trapping, and receiving the ball.
B. Exhibit offensive and defensive soccer play.
C. Demonstrate proper soccer conditioning exercises for soccer play.
D. Display sportmanship during soccer play.
E. Practice the appropriate rules during soccer play.
F. Identify appropriate equipment necessary for the sport of soccer

Course Content:

1. Fundamental soccer skills

1. Passing
2. Dribbling
3. Heading
4. Shooting
5. Trapping
6. Receiving of the ball

2. Implementing the different offensive and defensive strategies of soccer play.
3. Demonstration of appropriate soccer conditioning exercises
4. Exhibiting sportsmanship during soccer play
5. Presentation of the appropriate rules of soccer play.
6. Describe the correct usage and maintenance of soccer equipment

Methods of Instruction:

1. Projects - Hands-on experiences with creation and analysis of video performance
2. Discussion - Individual and group interpretation of soccer play
3. Lab - Skills performances on daily basis
4. Lecture - on basic concepts and skills
5. Readings in current soccer media both American and International

Typical Assignments

A. Laboratory:
    1. Skills assessment of passing, dribbling, heading, shooting and receiving.
    2. Group competitive play.
    3. Exercises and drills proper for soccer play.
    4. Participate in soccer activities at various positions.

Methods of Evaluating Student Progress

A. Class Participation
    1. Daily
B. Simulation
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate effective defensive tactics.
B. Demonstrate effective offensive tactics.

Textbooks (Typical):

Textbook:

1. Tony Strudwick *Soccer Science.* 1 ed., Human Kinetics, 2016.
2. Thelma Horn, Alan Smith *Advances in Sport and Exercise Psychology.* 4th ed., Human Kinetics, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper soccer equipment such as Shirt Top, Short, Shoes, Socks, Shin Guards, ball and other safety equipment as needed..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 38B - Intercollegiate Men's Soccer

Course Modification: KIN 38B - Intercollegiate Men's Soccer (Launched - Implemented 10-29-2024)
compared with
KIN 38B - Intercollegiate Men's Soccer (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

Lecture Hours	
Lab Hours	162
Inside of Class Hours	162

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Identify the correct technical aspects involved in executing ~~the following~~ skills ~~:~~ .
    1. ~~**Objective Text** - Dribbling~~
    2. ~~**Objective Text** - Passing~~
    3. ~~**Objective Text** - Shooting~~
    4. ~~**Objective Text** - Defending~~
    5. ~~**Objective Text** - Heading~~

2. **Group Title** Discuss the relative influence, and provide examples of psychological components as they pertain to soccer. ~~Include:~~
    1. ~~**Objective Text** - Motivation & Goalsetting~~
    2. ~~**Objective Text** - Focus/concentration~~
    3. ~~**Objective Text** - Imagery/vizualization~~
    4. ~~**Objective Text** - Self & group-efficacy~~
3. **Group Title** Categorizing how goals are conceded considering ~~the following~~ defensive principles of play ~~:~~ .
    1. ~~**Objective Text** - Delay~~
    2. ~~**Objective Text** - Depth~~
    3. ~~**Objective Text** - Compactness~~
    4. ~~**Objective Text** - Balance~~
    5. ~~**Objective Text** - Patience~~
    6. ~~**Objective Text** - Predictability~~

Course Content

Lecture Content

Lab Content _

1. Execution and analysis of soccer technical skills
    1. Dribbling
    2. Passing
    3. Shooting
    4. 1v1 defending
    5. Heading
2. Psychological components of soccer

1. Motivation and goalsetting
2. Focus/concentration
3. Imagery/vizualization
4. Self & group-efficacy

3. Analyze how goals are conceded and apply defensive principles of play to improve group defending

1. Delay
2. Depth
3. Compactness
4. Balance
5. Patience
6. Predictability

4. Demonstration of zonal and opponent marking strategies in soccer

1. Illustration of when, where and how each are employed when defending.

~~Lab Content~~

Equity Based Curriculum

- Methods of Instruction
  Address

All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Following an instructor demonstration, teach peers the execution of an individual skill or group strategy
   2. Duscuss methods of zonal defending and opponent marking in soccer. Illustrate the strengths and weaknesses of each.

Requisites/Requisite Validation

Catalog View **Recommended Course Preparation:** KIN 38A with a minimum grade of C

Textbooks/Materials

Textbook

1. **Author(s)** Barbara A. Bushman
   Title ~~The~~ Fitness ~~Ultimate~~ Professionals ~~Soccer~~ Handbook
   Edition ~~Warm-Ups~~ 8th ~~Manual:~~ Edition
   Publisher Human Kinetics
   Year 2025
2. **Author(s)** Human Kinetics
   Title High Performance Training for Sports
   Edition 2nd
   Publisher ~~Green~~ Human ~~Star Media Ltd~~ Kinetics
   Year ~~2015~~
3. ~~**Author(s)** -~~
   ~~**Title** - Soccer Tough 2~~
   ~~**Edition** - 1st~~
   ~~**Publisher** - Bennion Kearny Ltd.~~
   ~~**Year** - 2015~~
4. ~~**Author(s)** - Tony Strudwick~~
   ~~**Title** - Soccer Science~~
   ~~**Edition** - 1~~
   ~~**Publisher** - Human Kinetics~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2016~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~

5. ~~**Author(s)** - Thelma Horn, Alan Smith~~
   ~~**Title** - Advances in Sport and Exercise Psychology~~
   ~~**Edition** - 4th~~
   ~~**Publisher** - Human Kinetics~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2018~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~ Yes 2022

General Education/Transfer Request

- Transfers to CSU
  Comments
  ~~already approved~~
  Already Approved ~~No~~ Yes
- Transfers to UC
  Comments
  ~~already approved~~
  Already approved unsubstantial change Yes
- 7 - Kinesiology
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date

~~03~~ 10 / ~~05~~ 22 / ~~2018~~ 2024

Parent Course

KIN 38B - Intercollegiate Men's Soccer

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/19/2018~~
- CC Approval
  ~~04/02/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date -

~~01/01/2019~~

10/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 38B
Intercollegiate Men's Soccer
Effective: Fall 2025

Catalog Description:

KIN 38B - Intercollegiate Men's Soccer
3.00 Units

Training for soccer competition at the collegiate level. Practice will take place which will include training students to perform at the college competitive level for the Coast Conference Soccer League of Northern California. Prepares the individual for intercollegiate competition in the sport of soccer using such skills as passing, receiving and heading as well as offensive and defensive strategies. Students must meet California Community College eligibility requirements as established by the California Commission on Athletics.

Recommended Course Preparation: KIN 38A with a minimum grade of C

Course Grading: Letter Grade Only

Lab Hours	162
Inside of Class Hours	162

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

Upon completion of this course, the student should be able to:

A. Identify the correct technical aspects involved in executing skills.
B. Discuss the relative influence, and provide examples of psychological components as they pertain to soccer.
C. Categorizing how goals are conceded considering defensive principles of play.
D. Compare zonal defending with marking the opponent, and illustrate the strengths and weaknesses of each method.

Course Content:

1. Execution and analysis of soccer technical skills
    1. Dribbling
    2. Passing
    3. Shooting
    4. 1v1 defending
    5. Heading
2. Psychological components of soccer
    1. Motivation and goalsetting
    2. Focus/concentration
    3. Imagery/vizualization
    4. Self & group-efficacy
3. Analyze how goals are conceded and apply defensive principles of play to improve group defending
    1. Delay
    2. Depth
    3. Compactness
    4. Balance
    5. Patience
    6. Predictability
4. Demonstration of zonal and opponent marking strategies in soccer
    1. Illustration of when, where and how each are employed when defending.

Methods of Instruction:

1. Projects - Contribution of psychological factors in soccer (e.g. goal-setting, focus, imagery and motivation).
2. Observation - Individual skills and team tactics of men's soccer

Typical Assignments

A. Laboratory:
    1. Following an instructor demonstration, teach peers the execution of an individual skill or group strategy
    2. Duscuss methods of zonal defending and opponent marking in soccer. Illustrate the strengths and weaknesses of each.

Methods of Evaluating Student Progress

A. Class Participation
    1. daily
B. Simulation
    1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Upon completion of KIN 38B, students should be able to demonstrate an increase in fitness.
B. Upon completion of KIN 38B, students should be able to understand and apply the laws of the game during an official soccer match.

Textbooks (Typical):

Textbook:

1. Barbara A. Bushman *Fitness Professionals Handbook*. 8th Edition ed., Human Kinetics, 2025.
2. Human Kinetics *High Performance Training for Sports.* 2nd ed., Human Kinetics, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Protective equipment for safety such as shin guards, shirt top, shorts, shoes, socks, ball and other equipment necessary for competition in soccer..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 38C - Post Season Intercollegiate Men's Soccer

Course Modification: KIN 38C - Post Season Intercollegiate Men's Soccer (Launched - Implemented 10-29-2024)
compared with
KIN 38C - Post Season Intercollegiate Men's Soccer (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
Max Units ~~0~~ 2 .000
TOTALS
Calculations

Lecture Hours	
Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Course Content

Lecture Content
Lab Content

1. Present safety procedures for playing soccer
2. Discuss terminology appropriate during advanced competitive soccer play
3. Performance of advanced skills and techniques for passing, dribbling, shooting, trapping, heading and receiving for soccer
4. Exhibiting knowledge of fair play and good sportsmanship during performance
5. Demonstration of the various speeds of playering soccer required during advanced competitive play

6. Benefits and drawbacks of various formations and game strategies used at the collegiate playing level.

~~Lab Content~~ -

Equity Based Curriculum

- Methods of Instruction
  Address
  All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Demonstrate individual skill levels of passing, dribbling, shooting, trapping, heading and receiving
   2. Particpate in soccer training sessions that included warm-ups, playing game situation and cool down

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of KIN 38C, students should be able to demonstrate~~ Demonstrate effective defensive techniques.
2. **Outcome Text**
   ~~Upon completion of KIN 38C, students should be able to demonstrate~~ Demonstrate effective offensive techniques.

Textbooks/Materials

Textbook

1. **Author(s)** Human Kinetics
   Title High Performance Training for Sports
   Edition 2nd

Year 2022

2. **Author(s)** Barbara A. Bushman
   Title Fitness Professionals Handbooks
   Edition 8th
   Year 2025
3. **Author(s)** Thelma Horn, Alan Smith
   Title Advances in Sport and Exercise Psychology
   Edition 4th
   Publisher Human Kinetics
   ISBN-13
   Year 2018
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
4. **Author(s)** Tony Strudwick
   Title Soccer Science
   Edition 1
   Publisher Human Kinetics
   ISBN-13
   Year 2016
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

Codes and Dates

Course Codes

Origination Date

~~03~~ 10 / ~~05~~ 22 / ~~2018~~ 2024

Parent Course

KIN 38C - Post Season Intercollegiate Men's Soccer

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/19/2018~~
- State Approval

  ~~06/19/2018~~
- CC Approval

  ~~04/30/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date

~~01/01/2019~~

10/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 38C
Post Season Intercollegiate Men's Soccer

Effective: Fall 2025

Catalog Description:

KIN 38C - Post Season Intercollegiate Men's Soccer
1.00 - 2.00 Units

Students will learn and develop fundamental to advanced outdoor soccer skills of kicking, passing and conditioning necessary for playing field soccer at an intercollegiate level. Students will learn the rules governing outdoor soccer play.

Course Grading: Letter Grade Only

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

Upon completion of this course, the student should be able to:

A. Demonstrate safety procedures for playing soccer
B. Incorporate terminology appropriate during advanced competitive play
C. Perform soccer skills such as advanced passing, advanced dribbling, advanced trapping, advanced shooting, advanced heading and receiving the ball
D. Exhibit fair play, good sportsmanship traits
E. Execute the various speeds of playing soccer required for advanced competitive play
F. Incorporate strategy and formations being used during soccer games by other teams/competitors

Course Content:

1. Present safety procedures for playing soccer

2. Discuss terminology appropriate during advanced competitive soccer play
3. Performance of advanced skills and techniques for passing, dribbling, shooting, trapping, heading and receiving for soccer
4. Exhibiting knowledge of fair play and good sportsmanship during performance
5. Demonstration of the various speeds of playering soccer required during advanced competitive play
6. Benefits and drawbacks of various formations and game strategies used at the collegiate playing level.

Methods of Instruction:

1. Lecture - on material, basic concepts and skills of class
2. Lab - Skills performances on a daily basis

Typical Assignments

A. Laboratory:
    1. Demonstrate individual skill levels of passing, dribbling, shooting, trapping, heading and receiving
    2. Particpate in soccer training sessions that included warm-ups, playing game situation and cool down

Methods of Evaluating Student Progress

A. Class Participation
    1. daily
B. Skillsdemonstration and conditioning exercises evaluated on a regular basis

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate effective defensive techniques.
B. Demonstrate effective offensive techniques.

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbooks*. 8th ed., Human Kinetics, 2025.
3. Thelma Horn, Alan Smith *Advances in Sport and Exercise Psychology*. 4th ed., Human Kinetics, 2018.
4. Tony Strudwick *Soccer Science*. 1 ed., Human Kinetics, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper soccer equipment such as Shirt Top, Short, Shoes, Socks, Shin Guards, ball and other safety equipment as needed..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 48A - Pre-Season Intercollegiate Women's Soccer

Course Modification: KIN 48A - Pre-Season Intercollegiate Women's Soccer (Launched - Implemented 10-29-2024)
compared with
KIN 48A - Pre-Season Intercollegiate Women's Soccer (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
Max Units ~~0~~ 2 .000
TOTALS
Calculations

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Course Content

Lecture Content
Lab Content

1. Individual offensive and defensive techniques for soccer
2. Tactics, formations and strategies of intercollegiate soccer
3. Positional responsibilities of individual players in game situations
4. Defening and attacking set-plays including zonal defending and player marking strategies, when and how to employ.
5. Game management in soccer; when and how to counter-attack, and when to retain possession

6. How to create width & depth in attacking play, utilizing various formations.

~~Lab Content~~ -

Equity Based Curriculum

- Methods of Instruction
  Address
  All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Illustrate with diagrams game situations in which the player should mark the opponenet vs marking a space
   2. Deliver a presentation comparing the strengths and weaknesses of the various soccer formations
   3. Research project identifying the strengths and weaknesses of zonal defending at set plays.
   4. Oral presentaion on the attacking and defending responsibilities of individuals in a formation of the student's choosing.
   5. Debate how and when to employ counter-attacking strategies in US intercollegiate soccer.
   6. Technical skills test of various offensive and defensive techniques of soccer

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of KIN 48A, students should be able to demonstrate~~ Demonstrate effective defensive tactics.
2. **Outcome Text**
   ~~Upon completion of KIN 48A, students should be able to demonstrate~~ Demonstrate effective offensive tactics.

Methods of Evaluation

Please Explain

Weekly technical skills demonstration
Weekly demonstration of appropriate conditioning exercises

Distance Education

Does (or will) this course have a DE component? ~~Yes~~ No

~~**Delivery Methods**~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Explain why this course should be offered in Distance Education mode.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals during a time of emergency.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

~~**Emergency Delivery Methods**~~

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- ~~Closed captioning for videos.~~

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- ~~Transcription for audio.~~
- ~~Alt-text/ tags for images.~~
- ~~Utilizing headers/styles for text formatting to make web pages accessible for screen readers.~~
- ~~Formatting and coding to make tables accessible for screen readers.~~
- ~~Exploratory links.~~
- ~~Proper color contrast.~~

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~Yes~~ No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~Yes~~ No

A student can achieve the same goals and objectives identified in the course outline of record. ~~Yes~~ No

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~Yes~~ No

The same assessments and level of student accountability can be achieved. ~~Yes~~ No

~~DE Course Interactions~~

~~Instructor-Student Interaction~~

~~Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)~~

- ~~**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*~~
  ~~**Frequency**~~
  ~~Minimum four times per semester~~
- ~~**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*~~
  ~~**Frequency**~~

Minimum four times per semester

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

  Frequency

  Minimum four times per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

  Frequency

  Minimum four times per semester

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

  Frequency

  Minimum once per semester
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

  Frequency

  Minimum four times per semester

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

  Frequency

  Minimum four times per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

  Frequency

  Minimum four times per semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*

  Frequency

~~Minimum four times per semester~~

- ~~**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*~~
  ~~**Frequency**~~
  ~~Minimum four times per semester~~
- ~~**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*~~
  ~~**Frequency**~~
  ~~Minimum once per semester~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Monthly~~

Textbooks/Materials

Textbook

1. **Author(s)** Barbara A. Bushman
   Title Fitness Professionals Handbook
   Edition 8th
   Year 2025
2. **Author(s)** Human Kinetics
   Title High Performance Training for Sports
   Edition 2nd
   Year 2022
3. **Author(s)** Jay Miller
   Title Attacking Soccer
   ~~**Edition** 2nd~~
   Year 2017
4. **Author(s)** Tony Studwick
   Title Soccer Science
   Edition 1st
   Publisher Human Kinetics
   ISBN-13
   Year 2016
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
5. **Author(s)** James Lennox
   Title Soccer skills and drills
   Edition 2nd
   Publisher Human Kinetics
   ISBN-13
   Year 2016
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

Codes and Dates

Course Codes

Originator ~~Sapsford, Paul~~ Cumbo, Andrew

Origination Date

~~11~~ 10 / ~~16~~ 22 / ~~2020~~ 2024

Parent Course

KIN 48A - Pre-Season Intercollegiate Women's Soccer

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/19/2018~~
- State Approval

  ~~06/19/2018~~
- CC Approval

  ~~04/30/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date

~~01/01/2019~~

10/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 48A
Pre-Season Intercollegiate Women's Soccer

Effective: Fall 2025

Catalog Description:

KIN 48A - Pre-Season Intercollegiate Women's Soccer
1.00 - 2.00 Units

Students will be taught to execute technical skills of soccer in game situations. For example, the techniques of long/short passing, receiving, crossing, shooting, individual and zonal defending. They will compare and contrast various offensive and defensive strategies and systems of play, and identify strengths and weaknesses of various formations.

Course Grading: Letter Grade Only

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

Upon completion of this course, the student should be able to:

A. Illustrate when to mark an opponent and when to mark space in a game situation.
B. Compare offensive formations in soccer, and identify how width is created in each.
C. Assess strengths and weaknesses of zonal defending at set-plays
D. Differentiate the attacking and defensive responsibilities of all 4 midfielders in a diamond formation.
E. Debate how and when to employ counter-attacking strategies in US intercollegiate soccer.
F. Demonstrate optimal technique of passing (long/short), receiving, crossing, and shooting (for accuracy and for power).

Course Content:

1. Individual offensive and defensive techniques for soccer
2. Tactics, formations and strategies of intercollegiate soccer
3. Positional responsibilities of individual players in game situations
4. Defening and attacking set-plays including zonal defending and player marking strategies, when and how to employ.
5. Game management in soccer; when and how to counter-attack, and when to retain possession
6. How to create width & depth in attacking play, utilizing various formations.

Methods of Instruction:

1. Discussion - Positions and responsibilities related to each position in a soccer game
2. Lecture - Importance of team play versus individual play in a soccer game
3. Discussion - Discuss various formations of intercollegiate soccer and illustrate how each creates width and depth. Following this, identify individual player responsibilities.
4. Participation in conditioning exercises to be ready for soccer games
5. Skills and strategies demonstrated on the soccer field

Typical Assignments

A. Other:
    1. Illustrate with diagrams game situations in which the player should mark the opponenet vs marking a space
    2. Deliver a presentation comparing the strengths and weaknesses of the various soccer formations
    3. Research project identifying the strengths and weaknesses of zonal defending at set plays.
    4. Oral presentaion on the attacking and defending responsibilities of individuals in a formation of the student's choosing.
    5. Debate how and when to employ counter-attacking strategies in US intercollegiate soccer.
    6. Technical skills test of various offensive and defensive techniques of soccer

Methods of Evaluating Student Progress

A. Oral Presentation
    1. monthly presentation of player responsibilities in various formations
B. Class Participation
    1. daily
C. Weekly technical skills demonstration Weekly demonstration of appropriate conditioning exercises

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate effective defensive tactics.
B. Demonstrate effective offensive tactics.

Textbooks (Typical):

Textbook:

1. Barbara A. Bushman *Fitness Professionals Handbook*. 8th ed., Human Kinetics, 2025.
2. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
3. Jay Miller *Attacking Soccer*. 2nd ed., Human Kinetics, 2017.
4. Tony Studwick *Soccer Science*. 1st ed., Human Kinetics, 2016.
5. James Lennox *Soccer skills and drills*. 2nd ed., Human Kinetics, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Appropriate outdoor soccer attire, including shoes (for grass and synthetic surfaces), and safety equipment..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 48B - Intercollegiate Women's Soccer

Course Modification: KIN 48B - Intercollegiate Women's Soccer (Launched - Implemented 10-29-2024)
compared with
KIN 48B - Intercollegiate Athletics: Women's Soccer (Active - Implemented 07-20-2016)

Cover

Course Title Intercollegiate ~~Athletics:~~ Women's Soccer
Effective Term ~~Spring~~ Fall ~~2017~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

Lab Hours	162
Inside of Class Hours	162

Course Content

Lecture Content
Lab Content

1. Rules of California Community College Women's Soccer competition
2. Practice and performance of individual skills of the sport
    1. Dribbling
    2. Passing
    3. Shooting

    4. Defending
    5. Heading

3. Offensive and defensive strategies

    1. Development
    2. Execution
    3. Strategic Utilization
    4. Evaluation

4. Physical conditioning

    1. anaerobic components
    2. aerobic components

5. Performance enhancement

    1. Goalsetting
    2. Focus/concentration
    3. Imagery/vizualization
    4. Motivation

6. Intercollegiate competition
7. Categorizing goals conceded considering defensive principles of play

    1. Delay
    2. Depth

3. Compactness
4. Balance
5. Patience
6. Predictability

~~Lab Content~~

Equity Based Curriculum

- Methods of Instruction
  Address
  All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
   1. Following an instructor demonstration, teach peers the execution of an individual skill or group strategy
   2. Referencing sport psychology textbooks and research illustrate the psychological factors which influence performance in collegiate soccer.
   3. Using peer reviewed journals, research the physiological components of soccer and the contribution of aerobic and anaerobic energy systems.
   4. Following observation of a video of collegiate soccer analyze goals conceded and categorize them considering the defensive principles of play
   5. Following an instructor demonstration individuals serve as officials in practice scrimmages to demonstrate an understanding of the rules of CCCAA women's soccer.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of KIN 48B, students should be able to demonstrate~~ Demonstrate an increase in fitness level.
2. **Outcome Text**
   ~~Upon completion of KIN 48B, students should be able to understand~~ Understand and apply the laws of the game during an official soccer match.

Requisites/Requisite Validation

Catalog View **Recommended Course Preparation:** KIN 48A with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- ~~Research~~ Individual ~~Projects~~ consultation with students
  Frequency
- Instructor ~~Projects~~
  ~~**Frequency**~~ with
  consult with students weekly.
- Simulation
  Frequency
  Weekly
- Class Performance
  Frequency
  Weekly

Textbooks/Materials

Textbook

1. **Author(s)** Human Kinetics
   Title High Performance Training for Sports
   Edition 2nd
   Publisher Human Kinetics
   Year 2022
2. **Author(s)** Barbara A. Bushman
   Title Fitness Professionals Handbooks
   Edition 8th
   Year 2025
3. **Author(s)** Ian Barker, David Newberry
   Title Complete Soccer Coaching Curriculum for 3-18 Year Old Players: Volume 1
   Edition 1st
   Publisher Coaching Media Group

ISBN-13

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

4. **Author(s)** Joseph Luxbacher
   Title Soccer - Steps to Success
   Edition 4th
   Publisher Human Kinetics
   ISBN-13
   Year 2014
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes
- Transfers to UC
  Comments
  ~~already approved~~
  Already approved unsubstantial change Yes
- 7 - Kinesiology
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Sapsford, Paul~~ Cumbo, Andrew

Origination Date

~~05~~ 10 / ~~29~~ 22 / ~~2007~~ 2024

Parent Course

KIN 48B - Intercollegiate Athletics: Women's Soccer

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/21/2016~~
- State Approval
  ~~07/14/2016~~
- CC Approval

~~12/01/2003~~

Instructional Services

Effective Term ~~Spring 2017~~ Fall 2025

Implementation Date
~~07/20/2016~~

10/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 48B
Intercollegiate Women's Soccer
Effective: Fall 2025

Catalog Description:

KIN 48B - Intercollegiate Women's Soccer
3.00 Units

Instruction and intercollegiate competition is offered in this sport to those students who are selected, based on tryouts, prior to the start of the sport season.

Recommended Course Preparation: KIN 48A with a minimum grade of C

Course Grading: Letter Grade Only

Lab Hours	162
Inside of Class Hours	162

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

Upon completion of this course, the student should be able to:

A. Interpret the rules of CCCAA Women's Soccer
B. Catagorize indivudual techniques and strategies of intercollegiate women's soccer
C. Evaluate individual and team performance in all aspects of the sport, including technique, offensive/defensive strategies and principles of play.
D. Compare the aerobic and anaerobic demands of soccer at the intercollegiate level
E. Measure the influence of performance enhancing strategies (E.g. goal-setting, focus/concentration, imagery/vizualization, motivation etc.) in practice and competition
F. Compete in intercollegiate games
G. Differentiate goals conceded using video analysis by appling the defensive principles of play (for example, delay, depth, compactness, balance, patience, and predictability).

Course Content:

1. Rules of California Community College Women's Soccer competition
2. Practice and performance of individual skills of the sport
    1. Dribbling
    2. Passing
    3. Shooting
    4. Defending
    5. Heading
3. Offensive and defensive strategies
    1. Development
    2. Execution
    3. Strategic Utilization
    4. Evaluation
4. Physical conditioning
    1. anaerobic components
    2. aerobic components
5. Performance enhancement
    1. Goalsetting
    2. Focus/concentration
    3. Imagery/vizualization
    4. Motivation
6. Intercollegiate competition
7. Categorizing goals conceded considering defensive principles of play
    1. Delay
    2. Depth
    3. Compactness
    4. Balance
    5. Patience
    6. Predictability

Methods of Instruction:

1. Observation - Individual skills and team tactics of women's soccer
2. Projects - Contribution of psychological factors in soccer (e.g. goal-setting, focus, imagery and motivation).
3. Research - Anaerobic and aerobic components of intercollegiate soccer
4. Demonstration - The rules of CCCAA Women's Soccer
5. Video analysis of goals conceded considering defensive principles of play

Typical Assignments

A. Laboratory:
    1. Following an instructor demonstration, teach peers the execution of an individual skill or group strategy

2. Referencing sport psychology textbooks and research illustrate the psychological factors which influence performance in collegiate soccer.
3. Using peer reviewed journals, research the physiological components of soccer and the contribution of aerobic and anaerobic energy systems.
4. Following observation of a video of collegiate soccer analyze goals conceded and categorize them considering the defensive principles of play
5. Following an instructor demonstration individuals serve as officials in practice scrimmages to demonstrate an understanding of the rules of CCCAA women's soccer.

Methods of Evaluating Student Progress

A. Simulation
    1. Weekly
B. Class Performance
    1. Weekly
C. Individual consultation with students
    1. Instructor with consult with students weekly.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate an increase in fitness level.
B. Understand and apply the laws of the game during an official soccer match.

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports.* 2nd ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbooks.* 8th ed., Human Kinetics, 2025.
3. Ian Barker, David Newberry *Complete Soccer Coaching Curriculum for 3-18 Year Old Players: Volume 1.* 1st ed., Coaching Media Group, 2014.
4. Joseph Luxbacher *Soccer - Steps to Success.* 4th ed., Human Kinetics, 2014.

Other Materials Required of Students

Other Materials Required of Students:

1. Protective equipment .
2. (Note – the Intercollegiate Athletics program furnishes practice and game uniforms).

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: MATH 100C - Concurrent Support for SLAM Mathematics

Course Modification: MATH 100C - Concurrent Support for SLAM Mathematics (Launched - Implemented 11-05-2024)
compared with
MATH 100C - Concurrent Support for SLAM Mathematics (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

1. **Program**

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content
Lab Content

1. Learn appropriate skills necessary to become more productive, successful and independent learners :

    1. Students will engage in metacognitive activities around new math concepts :
    2. Students will participate in Growth Mindset, Brain Research and learning skills activities :
    3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics :

4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety :

2. Successfully solve context problems by learning how to:

    1. Read context problems with understanding
    2. Identify relevant information :
    3. Define variables :
    4. Execute relevant procedures :
    5. Interpret results in the context of the problem :

3. Review Algebraic and Geometric concepts and practice completing many math problems :
4. Read mathematical text for understanding :

    1. Make a skeleton outline of material covered in the class and textbook :
    2. Highlight important facts in the material or textbook :

5. Learn and apply effective strategies to monitor understanding :

    1. Create summary sheets and/or practice exams before assessments :
    2. Correct any assessments and practice explaining the concepts to someone else :

6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems :
7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives :

    1. Students will learn how to communicate their thinking on math problems :
    2. Students will learn how to synthesize big ideas in the material :

~~Lab Content~~ -

Equity Based Curriculum

- Course Content
  Address
  Each of the math topics includes a look at applications to the real world. It is an important component of this course that students understand how the material matters to them in their daily life, career and industry, as well as how it will be used in their future studies. We will have opportunities to celebrate the diversity of mathematicians and scientists, in ethnicity, gender identification, and age in this course.
- Methods of Instruction
  Address
  We deliver the material in a variety of ways in order to accommodate a range of different learning styles. This course can be offered in-person or online. Students will learn the material through study groups, interactive assignments, and individually.
- Assignments
  Address
  Assignments will include students learning about themselves as math students and learners to support students holistically. Exploration of Careers and Academic Pathways is also included. Math support assignments will include real-world problems so students can see how the material relates to their personal lives and links to career and industry.
- Typical Texts
  Address
  Free, open-source course materials are used in this course.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   1. ~~In~~ Attend ~~Class~~ three Smart Shops based on their independent learning needs

   2. Homework - students will be encouraged to continue work outside of class each day towards the following:

      1. Mastery of key mathematical concepts

2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

2. **Assignment Type** _ Laboratory
Add Assignment _

1. Workshops: Review of relevant basic and secondary education prerequisiste algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

    1. Students will regularly participate in workshops

    2. Students will then complete worksheets on the material to test for understanding.

2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.

3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.

4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.

5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

1. ~~Attend three Smart Shops based on their independent learning needs~~

2. ~~Homework - students will be encouraged to continue work outside of class each day towards the following:~~

    1. ~~Mastery of key mathematical concepts~~

    2. ~~Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of Math 100C, a student should be able to develop~~ Develop study skills and life skills that will improve the likelihood of succeeding in their
   _ academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and
   _ conquering math anxiety strategies, etc.
2. **Outcome Text**
   ~~Upon completion of Math 100C, a student should be able to identify~~ Identify challenging mathematics topics and be able to communicate in writing the correct
   _ strategies and processes for solving relevant mathematics problems.
3. **Outcome Text**
   ~~Upon completion of Math 100C, a student should be able to read~~ Read mathematical writing with understanding and use this skill as preparation to solve
   _ relevant mathematics problems.
4. **Outcome Text**
   ~~Upon completion of Math 100C, a student should be able to utilize~~ Utilize online and other technological resources effectively to enhance their understanding of
   _ a mathematics topic.

Requisites/Requisite Validation

Requisites

1. **Group Title**

   1. **Requisite Type** Corequisite
      Subject ~~MATH~~ STAT (~~Mathematics~~ Statistics)
      Requisite Course ~~MATH~~ STAT ~~40~~ C1000 - Introduction to Statistics ~~and Probability~~ (~~Historical~~ Launched)
      Comments ~~This is a one-way corequisite for Math 40. Everyone taking this NMAT 200C concurrent support course must be taking a Math 40, 47 or 33 class concurrently. However, not everyone taking Math 40 would have to take this NMAT 200C concurrent support course.~~
      Requisite Validation Lecture-Lab Pairing
   2. **Requisite Type** Corequisite
      Requisite Course MATH 47 - Mathematics for Liberal Arts(~~Historical~~ Active)
      Comments ~~This is a one-way corequisite for Math 47. Everyone taking this NMAT 200C concurrent support course must be taking a Math 40, 47 or 33 class concurrently. However, not everyone taking Math 47 would have to take this NMAT 200C concurrent support course.~~
      Requisite Validation Lecture-Lab Pairing
   3. **Requisite Type** Corequisite
      Requisite Course MATH 33 - Finite Mathematics(~~Historical~~ Active)
      Comments ~~This is a one-way corequisite for Math 33. Everyone taking this NMAT 200C concurrent support course must be taking a Math 40, 47 or 33 class concurrently. However, not everyone taking Math 33 would have to take this NMAT 200C concurrent support course.~~
      Requisite Validation Lecture-Lab Pairing

Catalog View **Corequisite:** STAT C1000, or MATH 47, or MATH 33. _

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Class Work

  Frequency

  ~~Regular~~ Daily assignments and workshops on learning skills and mastery of relevant mathematical concepts

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

~~Explain how the decision was made to offer~~ Offering this course via online instruction will increase access to this learning support, allow working students the flexibility they need to participate in ~~a~~ this ~~Distance~~ concurrent ~~Education~~ support ~~mode~~ while continuing to work .

_ This concurrent support course is designed to offer students personalized instruction to help them be successful in their concurrently enrolled math class. Students will be given a rigorous assessments that will ensure that their experience is focused and personalized. Online software and instructor supports will be available to students to support their math learning goals from anywhere. ~~Offering~~

Explain how the decision was made to offer this course ~~via web-hybrid (and possible future online only due to OEI interest) instruction will increase access to this learning support, allow working students the flexibility they need to participate~~ **in** ~~this~~ **a** ~~concurrent~~ **Distance** ~~support~~ **Education** ~~while~~ **mode.**

~~continuing to work.~~

The decision was made to offer this course as ~~Web~~ both face - ~~Hybrid~~ to-face ~~(or future DE~~ and online ~~only if part of the OEI)~~ by experienced math faculty, used to teaching Hybrid and Online courses. - _ In addition, from anecdotal observation from similar classes, such as Math Jam, students would cumulatively miss hours of the course due to work schedules but were able to successfully make up the time and material missed in class using the online material from home.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- _ Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity .

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~Email~~ Weekly email will be an essential means of communication between student and instructor in a hybrid course. The instructor will use it to make announcements, answer individual questions, form groups, send reminders for tests, etc.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~The~~ Bi-monthly ~~Class~~ class discussion Board will be utilized for introductions, recommending websites, and other student-instructor interactions. One of the more common uses of the Discussion Board will be instructor posted responses to students' questions on group work, homework, etc. For example, a math question such as "Your friend is struggling with answering the following math problem… Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  ~~Students~~ Within a week, instructors will ~~use~~ provide ~~this~~ regular substantive and academic feedback to ~~introduce~~ students ~~themselves~~ on ~~to each other,~~ assignments and ~~ask/answer any student-to-student questions~~ assessments . ~~A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" Other parts of the Discussion board~~ _ Rubrics will be used for ~~group~~ grading ~~projects,~~ all ~~and~~ assignments. ~~any important instructor posted responses to questions.~~

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Any important~~ Weekly announcements will be posted on the announcements page in Canvas. Any important announcements will also be emailed to the entire class.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  Daily chat will be utilized. An appropriate ~~webconferencing~~ web-conferencing tool , such as Conferzoom , will be utilized to help give individual assistance to students. The instructor and tutors will hold virtual help sessions and use it to go through problems in a step by step fashion.
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Communicating about mathematics is a core component of this course. Students will be asked to explain their reasoning (via Discussion Board) and critique the reasoning of others (in a manner directed by the instructor).~~

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- ~~**Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*~~
  ~~**Frequency**~~
  ~~Student-to-student email will mostly be used by groups needing to communicate about collaborative assignments. Students may communicate about homework, exam study groups, etc. at their own comfort level~~
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Students~~ Daily, students will use this to set up and work with study groups and ask/answer any student-to-student questions. Students will also complete group assignments and post them in the Discussion Board. They will be responsible for answering questions on their assignments in the Discussion Board and responding to other student's posts. For example, an instructor assignment may be to post three sample questions from the chapter as part of a review and then post three responses to other student posted questions. Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Students~~ Daily students will work in groups both in-class and online (via Discussion Board and email). Group work may include projects, presentations, and reading assignments. Study groups for exams will be encouraged.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency

~~An~~ Daily appropriate webconferencing tool , such as Conferzoom , will be utilized to help give individual assistance to students. The Chatroom and virtual classroom may be used by students to ask/answer questions, critique group assignments (as directed by the instructor), and get help from one another.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

  Frequency

  ~~Students~~ Monthly students will use this to introduce themselves to each other, and ask/answer any student-to-student questions. A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" or "Your friend is struggling with answering the following math problem… Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback. Other parts of the Discussion board will be used for group projects, and any important instructor posted responses to questions.
- ~~**Written papers:** *Papers will be written on various topics.*~~

  ~~**Frequency**~~

  ~~Many instructors use written assignments in their face-to-face courses to help students better understand their learning styles and the content. Written assignments may also be used to have students respond in a reflective to a video or reading assignment. In the proposed hybrid course, the same assignments could be given. These papers will be collected, graded and feedback provided and returned to the student in a timely manner.~~
- ~~**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*~~

  ~~**Frequency**~~

  ~~Short on-line quizzes may be used to test students understanding of core concepts/processes/skills assigned by way of reading or homework sets. For example, students may be assigned a reading or video and then asked a few questions about what they have read/seen.~~
- ~~**Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*~~

  ~~**Frequency**~~

  ~~Prior to each in-class exam, there will be a practice exam study guide available to help the students prepare for the test. the solutions key to each practice exam will be posted so that students can check their work. Students may be required to turn in their completed practice exams on the day of the in-class exam.~~
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

  Frequency

Daily video mini-lectures targeting core concepts or skills may be assigned or recommended for viewing prior to class, to prepare students for the new content to be learned or explored in class.

- ~~**Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*~~
  ~~**Frequency**~~
  ~~Interactive eManipulatives will be used to illustrate core concepts such as domain and range. These will be highly recommended, but need not be required.~~

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No
OER Textbooks Yes
OER

1. **Author(s)** Larry Green
   Title Support Course for Elementary Statistics
   Edition Current
   Publisher LibreTexts
   URL
   https://stats.libretexts.org/Bookshelves/Introductory_Statistics/Support_Course_for_Elementary_Statistics
   Year 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent Yes
2. **Author(s)** Lake Tahoe Community College
   Title MATH-201: Elements of Statistics and Probability
   Edition Current
   Publisher LibreTexts
   URL https://stats.libretexts.org/Courses/Lake_Tahoe_Community_College/MATH-201%3A_Elements_of_Statistics_and_Probability
   Year 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. **Author(s)** Dave Dillon
   Title Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies
   Edition Current
   Publisher LibreTexts
   URL
   https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon)
   Year 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

Codes and Dates

Course Codes
Origination Date
~~10~~ 11 / ~~18~~ 05 / ~~2018~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

MATH 100C - Concurrent Support for SLAM Mathematics

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~
- State Approval

  ~~01/29/2019~~
- CC Approval

  ~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Mathematics 100C
Concurrent Support for SLAM Mathematics

Effective: Fall 2025

Catalog Description:

MATH 100C - Concurrent Support for SLAM Mathematics
1.00 Units

Concurrent Support for SLAM Math is for students interested in disciplines that require Statistics and Liberal Arts Mathematics (SLAM) courses. This course offers structured support to students who are concurrently enrolled in a first-level transfer course, such as Statistics and Mathematics for Liberal Arts, and Finite Mathematics. The support course includes material to prepare students for the rigor of the transfer math course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

Corequisite: STAT C1000, or MATH 47, or MATH 33.

Course Grading: Pass/No Pass

Lab Hours	54
Inside of Class Hours	54

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
B. Use a problem solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the

problem.

C. Apply relevant prerequisite math concepts at a higher level.
D. Organize and justify their mathematical thinking on relevant math problems.
E. Use effective strategies to monitor their own understanding of math concepts.
F. Use learning strategies to identify and communicate in their own words key mathematical concepts.

Course Content:

1. Learn appropriate skills necessary to become more productive, successful and independent learners
    1. Students will engage in metacognitive activities around new math concepts
    2. Students will participate in Growth Mindset, Brain Research and learning skills activities
    3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics
    4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety
2. Successfully solve context problems by learning how to:
    1. Read context problems with understanding
    2. Identify relevant information
    3. Define variables
    4. Execute relevant procedures
    5. Interpret results in the context of the problem
3. Review Algebraic and Geometric concepts and practice completing many math problems
4. Read mathematical text for understanding
    1. Make a skeleton outline of material covered in the class and textbook
    2. Highlight important facts in the material or textbook
5. Learn and apply effective strategies to monitor understanding
    1. Create summary sheets and/or practice exams before assessments
    2. Correct any assessments and practice explaining the concepts to someone else
6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems
7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives
    1. Students will learn how to communicate their thinking on math problems
    2. Students will learn how to synthesize big ideas in the material

Methods of Instruction:

1. Discussion - Instructor should allow time during workshops to discuss what main algebraic and geometric concepts were covered in their math course, what the big ideas are, citing their classroom notes and mathematical textbook for evidence.
2. Demonstration - Instructor should model examples of what a mathematician should do when approaching the math content. Students should then practice applying those strategies to additional problems.
3. Directed Study - Class will spend time in directed math content activities, with students practicing applying concepts individually, in workshops, or in small groups.

4. Lecture - Lecture will only be in small, relevant amounts, with specific skills-building goal in mind and time left for students to practice applying the demonstrated skill described.
5. Individualized Instruction - Instructor will provide individualized instruction as often as possible.
6. Audio-visual Activity - Personalized learning supports and practice on prerequisite material.

Typical Assignments

A. Other:
    1. Attend three Smart Shops based on their independent learning needs
    2. Homework - students will be encouraged to continue work outside of class each day towards the following:
        1. Mastery of key mathematical concepts
        2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

B. Laboratory:
    1. Workshops: Review of relevant basic and secondary education prerequisiste algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.
        1. Students will regularly participate in workshops
        2. Students will then complete worksheets on the material to test for understanding.
    2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.
    3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.
    4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
    5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

Methods of Evaluating Student Progress

A. Class Participation
    1. Attendance will be recorded hourly

B. Class Work
    1. Daily assignments and workshops on learning skills and mastery of relevant mathematical concepts

C. Home Work
    1. Students will monitor their progress under the supervision of instructors and/or tutors by completing daily homework

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Develop study skills and life skills that will improve the likelihood of succeeding in their academic goals, such as identifying individual growth mindset and learning about brain research, personal time

management, study skills, test taking and conquering math anxiety strategies, etc.

B. Identify challenging mathematics topics and be able to communicate in writing the correct strategies and processes for solving relevant mathematics problems.
C. Read mathematical writing with understanding and use this skill as preparation to solve relevant mathematics problems.
D. Utilize online and other technological resources effectively to enhance their understanding of a mathematics topic.

Textbooks (Typical):

OER:

1. Larry Green *Support Course for Elementary Statistics*. Current /e, LibreTexts, 2024. https://stats.libretexts.org/Bookshelves/Introductory_Statistics/Support_Course_for_Elementary_Statistics.
2. Lake Tahoe Community College *MATH-201: Elements of Statistics and Probability*. Current /e, LibreTexts, 2024. https://stats.libretexts.org/Courses/Lake_Tahoe_Community_College/MATH-201%3A_Elements_of_Statistics_and_Probability.
3. Dave Dillon *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies*. Current /e, LibreTexts, 2024. https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon).

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: MATH 101C - Concurrent Support for BSTEM Mathematics

Course Modification: MATH 101C - Concurrent Support for BSTEM Mathematics (Launched - Implemented 11-05-2024)
compared with
MATH 101C - Concurrent Support for BSTEM Mathematics (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Catalog Description
Concurrent Support for BSTEM Mathematics is for students interested in Business, Science, Technology, Engineering and Mathematical fields. This course offers structured support to students who are concurrently enrolled in a ~~first~~ STEM - ~~level~~ sequence ~~transfer~~ math course, such as Calculus I, Precalculus, College Algebra, Trigonometry, and Business Calculus. The support course includes material to prepare students for the rigor of the transfer math course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category ~~C~~ Y - ~~Elementary~~ Not ~~and~~ Applicable, ~~Secondary~~ Credit ~~Basic Skills~~ course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

~~**Lecture Hours**~~	
Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content
Lab Content

1. Learn appropriate skills necessary to become more productive, successful and independent learners.

1. Students will engage in metacognitive activities around new math concepts.
2. Students will participate in Growth Mindset, Brain Research and learning skills activities.
3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety.

2. Successfully solve context problems by learning how to:
    1. Read context problems with understanding
    2. Identify relevant information.
    3. Define variables.
    4. Execute relevant procedures.
    5. Interpret results in the context of the problem.
3. Review Algebraic and Geometric concepts and practice completing many math problems.
4. Read mathematical text for understanding.
    1. Make a skeleton outline of material covered in the class and textbook.
    2. Highlight important facts in the material or textbook.
5. Learn and apply effective strategies to monitor understanding.
    1. Create summary sheets and/or practice exams before assessments.
    2. Correct any assessments and practice explaining the concepts to someone else.
6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems.

7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives.

    1. Students will learn how to communicate their thinking on math problems.

    2. Students will learn how to synthesize big ideas in the material.

~~Lab Content~~ -

Equity Based Curriculum

- Course Content
  Address
  Each of the math topics includes a look at applications to the real world. It is an important component of this course that students understand how the material matters to them in their daily life, career and industry, as well as how it will be used in their future studies. We will have opportunities to celebrate the diversity of mathematicians and scientists, in ethnicity, gender identification, and age in this course.
- Methods of Instruction
  Address
  We deliver the material in a variety of ways in order to accommodate a range of different learning styles. This course can be offered in-person or online. Students will learn the material through study groups, interactive assignments, and individually.
- Assignments
  Address
  Assignments will include students learning about themselves as math students and learners to support students holistically. Exploration of Careers and Academic Pathways is also included. Math support assignments will include real-world problems so students can see how the material relates to their personal lives and links to career and industry.
- Typical Texts
  Address
  Free, open-source course materials are used in this course.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

1. ~~In~~ Attend ~~Class~~ three Smart Shops based on their independent learning needs

2. Homework - students will be encouraged to continue work outside of class each day towards the following:

    1. Mastery of key mathematical concepts

    2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

2. **Assignment Type** Laboratory
Add Assignment

    1. Workshops: Review of relevant basic and secondary education prerequisiste algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

        1. Students will regularly participate in workshops

        2. Students will then complete worksheets on the material to test for understanding.

    2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.

    3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.

    4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.

    5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

1. ~~Attend three Smart Shops based on their independent learning needs~~

2. ~~Homework - students will be encouraged to continue work outside of class each day towards the following:~~

    1. ~~Mastery of key mathematical concepts~~

2. ~~Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of Math 101C, a student should be able to develop~~ Develop study skills and life skills that will improve the likelihood of succeeding in their
   _ academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and
   _ conquering math anxiety strategies, etc.
2. **Outcome Text**
   ~~Upon completion of Math 101C, a student should be able to identify~~ Identify challenging mathematics topics and be able to communicate in writing the correct
   _ strategies and processes for solving relevant mathematics problems.
3. **Outcome Text**
   ~~Upon completion of Math 101C, a student should be able to read~~ Read mathematical writing with understanding and use this skill as preparation to solve
   _ relevant mathematics problems.
4. **Outcome Text**
   ~~Upon completion of Math 101C, a student should be able to utilize~~ Utilize online and other technological resources effectively to enhance their understanding of
   _ a mathematics topic.

Requisites/Requisite Validation

Requisites

1. **Group Title**

   1. **Requisite Type** Corequisite
      Requisite Course MATH ~~30~~ 21 - ~~College Algebra for STEM~~ Precalculus (~~Historical~~ Launched)
      Comments ~~This is a one-way corequisite for Math 30. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30, math 39 or Math 34 class concurrently. However, not everyone taking Math 30 would have to take this NMAT 201C concurrent support course.~~
      Requisite Validation Lecture-Lab Pairing
   2. **Requisite Type** Corequisite
      Requisite Course MATH ~~39~~ 22 - Precalculus & Trigonometry(~~Historical~~ Launched)
      Comments ~~This is a one-way corequisite for Math 39. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30, math 39 or Math 34 class concurrently. However, not everyone taking Math 39 would have to take this NMAT 201C concurrent support course.~~
      Requisite Validation Lecture-Lab Pairing

3. **Requisite Type** Corequisite
   Requisite Course MATH ~~34~~ 30 - ~~Calculus~~ College Algebra for ~~Business and Social Sciences~~ STEM (~~Historical~~ Active)
   Comments ~~This is a one-way corequisite for Math 34. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30, math 39 or Math 34 class concurrently. However, not everyone taking Math 34 would have to take this NMAT 201C concurrent support course.~~
   Requisite Validation Lecture-Lab Pairing
4. **Requisite Type** _ Corequisite
   Subject _ MATH (Mathematics)
   Requisite Course _ MATH 39 - Trigonometry(Active)
   Non Course Requirements _
   Min Grade _
   Comments _
   Requisite Validation _ Lecture-Lab Pairing
5. **Requisite Type** _ Corequisite
   Subject _ MATH (Mathematics)
   Requisite Course _ MATH 34 - Business Calculus(Active)
   Non Course Requirements _
   Min Grade _
   Comments _
   Requisite Validation _ Advisory

Catalog View Corequisite: MATH ~~30 This is a one-way corequisite for Math 30. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30~~ 21 , ~~math 39~~ or ~~Math~~ MATH ~~34 class concurrently. However~~ 22 , ~~not~~ or ~~everyone taking Math~~ MATH 30 ~~would have to take this NMAT 201C concurrent support course.~~ , or MATH 39 ~~This is a one-way corequisite for Math 39. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30, math 39 or Math 34 class concurrently. However, not everyone taking Math 39 would have to take this NMAT 201C concurrent support course.~~ , or MATH 34 ~~This is a one-way corequisite for Math 34. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30, math 39 or Math 34 class concurrently. However, not everyone taking Math 34 would have to take this NMAT 201C concurrent support course~~ .

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

This course has been taught HyFlex since 2020.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.

- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

  Frequency

  ~~Email~~ Weekly email will be an essential means of communication between student and instructor in a hybrid course. The instructor will use it to make announcements, answer individual questions, form groups, send reminders for tests, etc .
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

  Frequency

  Bi-monthly class discussion Board will be utilized for introductions, recommending websites, and other student-instructor interactions. One of the more common uses of the Discussion Board will be instructor posted responses to students' questions on group work, homework, etc. For example, a math question such as "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback .
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

  Frequency

~~Students~~ Within a week, instructors will ~~use~~ provide ~~this~~ regular substantive and academic feedback to ~~introduce~~ students ~~themselves~~ on ~~to each other,~~ assignments and ~~ask/answer any student-to-student questions~~ assessments . ~~A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" Other parts of the Discussion board~~ _ Rubrics will be used for ~~group~~ grading ~~projects,~~ all ~~and~~ assignments. ~~any important instructor posted responses to questions.~~

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Any important~~ Weekly announcements will be posted on the announcements page in Canvas. Any important announcements will also be emailed to the entire class.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  Daily chat will be utilized. An appropriate ~~webconferencing~~ web-conferencing tool , such as Conferzoom , will be utilized to help give individual assistance to students. The instructor and tutors will hold virtual help sessions and use it to go through problems in a step by step fashion.
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Communicating about mathematics is a core component of this course. Students will be asked to explain their reasoning (via Discussion Board) and critique the reasoning of others (in a manner directed by the instructor).~~

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- ~~**Email**~~ **Class discussion board :** *Students will ~~be encouraged~~ post to ~~email~~ the discussion board, answering questions posed by the instructor. They will also reply to each other 's ~~to ask questions about the course, including assignments~~ postings .*
  Frequency
  ~~Student~~ Daily, students will use this to set up and work with study groups and ask/answer any student-to-student ~~email will mostly be used by groups needing to communicate about collaborative assignments~~ questions . Students ~~may~~ will ~~communicate~~ also ~~about~~ complete ~~homework,~~ group ~~exam~~ assignments ~~study~~ and ~~groups,~~ post ~~etc~~ them in the Discussion Board . ~~at~~ They will be responsible for answering questions on their ~~own~~ assignments ~~comfort~~ in ~~level~~ the Discussion Board and responding to other student's posts. For example, an instructor assignment may be to post three sample questions from the chapter as part of a review and then post three responses to other student posted questions. Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Students~~ Daily students will work in groups both in-class and online (via Discussion Board and email). Group work may include projects, presentations, and reading assignments. Study groups for exams will be encouraged.

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  ~~An~~ Daily appropriate webconferencing tool , such as Conferzoom , will be utilized to help give individual assistance to students. The Chatroom and virtual classroom may be used by students to ask/answer questions, critique group assignments (as directed by the instructor), and get help from one another.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **~~Quizzes,~~ Class ~~tests/exams~~ discussion board :** ~~*Quizzes*~~ *Students will* ~~*be used*~~ *post to* ~~*make*~~ *the* ~~*sure*~~ *discussion* ~~*students*~~ *board,* ~~*completed*~~ *answering* ~~*assigned*~~ *questions* ~~*material*~~ *on* ~~*and*~~ *course* ~~*understood*~~ *content* ~~*it*~~ *posed by the instructor* .
  Frequency
  ~~Short~~ Monthly students will use this to introduce themselves to each other, and ask/answer any student-to-student questions. A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on ~~line~~ ~~quizzes~~ a ~~may~~ math problem?" or "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback. Other parts of the Discussion board will be used ~~to~~ for ~~test~~ group ~~students understanding of core concepts/processes/skills assigned by way of reading or homework sets. For example~~ projects , ~~students may be assigned a reading or video~~ and ~~then~~ any ~~asked~~ important ~~a~~ instructor ~~few~~ posted ~~questions about what they have read/seen.~~
- ~~**Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able* *responses* to *gauge their understanding of the content.*~~
  ~~**Frequency**~~
  ~~Prior to each in-class exam, there will be a practice exam study guide available to help the students prepare for the test. the solutions key to each practice exam will be posted so that students can check their work. Students may be required to turn in their completed practice exams on the day of the in-class exam~~ questions .
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Daily video mini-lectures targeting core concepts or skills may be assigned or recommended for viewing prior to class, to prepare students for the new content to be learned or explored in class.
- ~~**Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*~~
  ~~**Frequency**~~
  ~~Interactive eManipulatives will be used to illustrate core concepts such as domain and range. These will be highly recommended, but need not be required.~~

Textbooks/Materials

OER Textbooks ~~No~~ Yes

OER

1. **Author(s)** _ Dave Dillon
   Title _ Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies
   Edition _ current
   Publisher _ LibreTexts
   URL
   _ https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon)
   Year _ 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ Yes
2. **Author(s)** _ Jennifer Freidenreich
   Title _ Corequisite Companion to Precalculus
   Edition _ current
   Publisher _ LibreTexts
   URL _ https://commons.libretexts.org/book/math-83105
   Year _ 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ Yes
3. **Author(s)** _ Katherine Skelton
   Title _ Corequisite Precalculus
   Edition _ current
   Publisher _ LibreTexts
   URL
   _ https://math.libretexts.org/Courses/Highline_College/MATH_141%3A_Precalculus_I_(2nd_Edition)
   Year _ 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ Yes

Codes and Dates

Course Codes

Origination Date

~~10~~ 11 / ~~18~~ 05 / ~~2018~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

MATH 101C - Concurrent Support for BSTEM Mathematics

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/29/2019~~

- CC Approval

  ~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date ~~-~~
~~08/15/2019~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

~~C - Elementary and Secondary Basic Skills~~

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Mathematics 101C
Concurrent Support for BSTEM Mathematics

Effective: Fall 2025

Catalog Description:

MATH 101C - Concurrent Support for BSTEM Mathematics
1.00 Units

Concurrent Support for BSTEM Mathematics is for students interested in Business, Science, Technology, Engineering and Mathematical fields. This course offers structured support to students who are concurrently enrolled in a STEM-sequence math course, such as Calculus I, Precalculus, College Algebra, Trigonometry, and Business Calculus. The support course includes material to prepare students for the rigor of the transfer math course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

Corequisite: MATH 21, or MATH 22, or MATH 30, or MATH 39, or MATH 34.

Course Grading: Pass/No Pass

Lab Hours	54
Inside of Class Hours	54

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
B. Use a problem solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the

problem.

C. Apply relevant prerequisite math concepts at a higher level.
D. Organize and justify their mathematical thinking on relevant math problems.
E. Use effective strategies to monitor their own understanding of math concepts.
F. Use learning strategies to identify and communicate in their own words key mathematical concepts.

Course Content:

1. Learn appropriate skills necessary to become more productive, successful and independent learners.
    1. Students will engage in metacognitive activities around new math concepts.
    2. Students will participate in Growth Mindset, Brain Research and learning skills activities.
    3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
    4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety.
2. Successfully solve context problems by learning how to:
    1. Read context problems with understanding
    2. Identify relevant information.
    3. Define variables.
    4. Execute relevant procedures.
    5. Interpret results in the context of the problem.
3. Review Algebraic and Geometric concepts and practice completing many math problems.
4. Read mathematical text for understanding.
    1. Make a skeleton outline of material covered in the class and textbook.
    2. Highlight important facts in the material or textbook.
5. Learn and apply effective strategies to monitor understanding.
    1. Create summary sheets and/or practice exams before assessments.
    2. Correct any assessments and practice explaining the concepts to someone else.
6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems.
7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives.
    1. Students will learn how to communicate their thinking on math problems.
    2. Students will learn how to synthesize big ideas in the material.

Methods of Instruction:

1. Discussion - Instructor should allow time during workshops to discuss what main algebraic and geometric concepts were covered in their math course, what the big ideas are, citing their classroom notes and mathematical textbook for evidence.
2. Demonstration - Instructor should model examples of what a mathematician should do when approaching the math content. Students should then practice applying those strategies to additional problems.
3. Directed Study - Class will spend time in directed math content activities, with students practicing applying concepts individually, in workshops, or in small groups.

4. Lecture - Lecture will only be in small, relevant amounts, with specific skills-building goal in mind and time left for students to practice applying the demonstrated skill described.
5. Individualized Instruction - Instructor will provide individualized instruction as often as possible.
6. Audio-visual Activity - Personalized learning supports and practice on prerequisite material.

Typical Assignments

A. Other:
    1. Attend three Smart Shops based on their independent learning needs
    2. Homework - students will be encouraged to continue work outside of class each day towards the following:
        1. Mastery of key mathematical concepts
        2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

B. Laboratory:
    1. Workshops: Review of relevant basic and secondary education prerequisiste algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.
        1. Students will regularly participate in workshops
        2. Students will then complete worksheets on the material to test for understanding.
    2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.
    3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.
    4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
    5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

Methods of Evaluating Student Progress

A. Class Participation
    1. Attendance will be recorded hourly

B. Class Work
    1. Regular assignments and workshops on learning skills and mastery of relevant mathematical concepts

C. Home Work
    1. Students will monitor their progress under the supervision of instructors and/or tutors by completing daily homework

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Develop study skills and life skills that will improve the likelihood of succeeding in their academic goals, such as identifying individual growth mindset and learning about brain research, personal time

management, study skills, test taking and conquering math anxiety strategies, etc.

B. Identify challenging mathematics topics and be able to communicate in writing the correct strategies and processes for solving relevant mathematics problems.
C. Read mathematical writing with understanding and use this skill as preparation to solve relevant mathematics problems.
D. Utilize online and other technological resources effectively to enhance their understanding of a mathematics topic.

Textbooks (Typical):

OER:

1. Dave Dillon *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies*. current /e, LibreTexts, 2024. https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon).
2. Jennifer Freidenreich *Corequisite Companion to Precalculus*. current /e, LibreTexts, 2024. https://commons.libretexts.org/book/math-83105.
3. Katherine Skelton *Corequisite Precalculus*. current /e, LibreTexts, 2024. https://math.libretexts.org/Courses/Highline_College/MATH_141%3A_Precalculus_I_(2nd_Edition).

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: MUS 11 - Commercial Music Combo

Course Modification: MUS 11 - Commercial Music Combo (Launched - Implemented 10-13-2024)
compared with
MUS 11 - Commercial Music Combo (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** Music - Associate in Arts Degree for Transfer (Active) - Fall 2023

Course Equivalency

Is this course part of a family ~~No~~ Yes

1. **Family**
   Family Description Music: Commercial Music Ensemble

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

Lab Hours	54
Inside of Class Hours	54

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Demonstrate advanced facility and technique in performing ~~, composing,~~ and arranging commercial music literature by composers and performers of diverse backgrounds .
2. **Group Title** Compile effective and diverse setlists, and perform as a cohesive unit.

Course Content

Lecture Content
Lab Content

1. Concentrated study, rehearsal, and performance of varied commercial music repertoire composed by diverse artists

    1. Focus on phrasing, the use of space, tension and release, contour, and reacting to others in the ensemble

    2. Ensemble performance skills such as intonation, rhythmic precision, and blend

2. Focus on playing in tune, with a solid groove, and appropriate dynamic levels

    1. Public performance in a variety of venues: classroom, outdoor, jazz festival, and concert hall

    2. Focus on professionalism

    3. Focus on effective setlists

    4. Awareness and implementation of individual responsibility to the success of ensemble performance

3. Facility and technique in performing commercial music literature in a variety of styles.

    1. Play commercial music literature in a Funk style.

    2. Play commercial music literature in a Rock style.

    3. Play commercial music literature in a Latin style.

    4. Play commercial music literature in a Blues style.

~~**Lab Content**~~

Methods of Instruction

Check all that apply:

- Audio-visual Activity

Comments

Listen/watch exemplar performances by diverse artists for analysis and incorporation

- ~~Classroom~~ Guest ~~Activity~~ Lecturers

  Comments

  Welcome 1-2 guest lecturers from diverse backgrounds to discuss, demonstrate, and perform commercial music
- ~~Individualized Instruction~~ Lab

  Comments

  Rehearsals in small group featuring diverse repertoire.
- ~~Observation~~ Projects

  Comments

  Projects include analysis techniques, transcription, composition, and performance of diverse musical examples.
- Student Presentations

  Comments

  Students prepare and present analysis projects about diverse musical artists.

Equity Based Curriculum

- Measurable Objectives

  Address

  Music by composers and performers of diverse backgrounds will be studied, analyzed, rehearsed, and performed.
- Course Content

  Address

  Music by composers and performers of diverse backgrounds will be studied, analyzed, rehearsed, and performed.
- Methods of Instruction

  Address

  Music by composers and performers of diverse backgrounds will be studied, analyzed, rehearsed, and performed.
- Typical Texts

  Address

  Music by composers and performers of diverse backgrounds will be studied, analyzed, rehearsed, and performed.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading

Add Assignment

1. ~~Reading:~~

    1. Read through your part of an assigned chart. Locate difficult passages and formulate an approach for effective practice of these passages.
2. **Assignment Type** Other
   Add Assignment

    1. Arranging:

        1. Choose a ~~rock standard~~ composition and arrange it for the combo. Demonstrate a good understanding of orchestration, voicings, transpositions, and formal concepts.

    2. Composition:

        1. Compose a 5-7 minute piece for the combo and lead the rehearsal by pointing out key elements like form, structure, improvised sections, etc.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of MUS 11, the student should be able to perform~~ Perform commercial music repertoire at an
   introductory level.
2. **Outcome Text**
   ~~Upon completion of MUS 11, the student should be able to transcribe~~ Transcribe and perform commercial music licks
   in all 12 keys.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Requisite Course MUS ~~18A~~ 6 - ~~Jazz/Pop~~ Basic ~~Piano~~ Music ~~1~~ Skills (~~Historical~~ Active)
   Comments

Requisite Validation ~~Content Review~~ Advisory

~~Skills Analysis~~

~~Requisite Course Objective(s)~~

- ~~define jazz musical symbols and terminology;~~
  ~~Degree of Importance~~ - ~~Required~~
- ~~sightread jazz and pop piano literature;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~identify different formal structures of jazz and pop piano literature;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~demonstrate the standard approach to jazz piano performance;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~demonstrate the standard approach to pop piano performance;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~transpose several compositions to accommodate vocal ranges;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~construct and reharmonize jazz voicings~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- ~~perform jazz and pop piano literature using lead sheets.~~
  ~~Degree of Importance~~ - ~~Not Necessary~~

2. ~~Requisite Type~~ - ~~Recommended Course Preparation~~
   ~~Subject~~ - ~~MUS (Music)~~
   ~~Requisite Course~~ - ~~MUS 6 - Basic Music Skills(Historical)~~
   ~~Non Course Requirements~~ -
   ~~Min Grade~~ - ~~C~~
   ~~Comments~~ -
   ~~Requisite Validation~~ - ~~Content Review~~
   ~~Skills Analysis~~
   ~~Requisite Course Objective(s)~~

   - ~~interpret notation of both pitch and rhythm;~~
     ~~Degree of Importance~~ - ~~Required~~
   - ~~identify and notate key signatures;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~identify and construct triads and seventh chords;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~identify and construct simple intervals;~~
     ~~Degree of Importance~~ - ~~Required~~
   - ~~interpret expressive markings such as dynamic indications, accents, repeats;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~recognize and construct scales: major, minor (3 forms), chromatic, whole-tone;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~perform simple exercises in ear training and sight singing.~~
     ~~Degree of Importance~~ - ~~Recommended~~

Catalog View **Recommended Course Preparation:** MUS 6 with a minimum grade of C.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Oral Presentation
  Frequency
  Research a commercial music artist and prepare a short oral presentation to deliver to the class.
- Projects
  Frequency
  Transcribe a commercial music ~~song~~ solo from the recording.
- Class Participation
  Frequency
  Daily
- Home Work
  Frequency
  Weekly
- Class Performance
  Frequency
  3-4 per semester
- Final Public Performance
  Frequency
  Once per semester

Please Explain

Daily Individual Practice
~~Weekly~~ Various ~~Sectionals~~
~~Various~~ outside performance opportunities (3-4 per semester)

Distance Education

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Textbooks/Materials

Other ~~No~~ Yes

Textbook

1. **Author(s)** Elizabeth Benson
   Title Training Contemporary Commercial Singers
   Publisher Compton

ISBN-13 _ IISBN 978-1-909082-62-5
Year _ 2020
Or Equivalent _ Yes

2. **Author(s)** _ Marisa Lee Naismith, PhD
Title _ Singing Contemporary Commercial Music Styles A Pedagogical Framework
Publisher _ Compton
ISBN-13 _ 978-1-909082-68-7
Year _ 2022
Or Equivalent _ Yes
3. **Author(s)** Hal Leonard
Title Jazz Combo Pak #45 (The Beatles)
Publisher Hal Leonard
~~**ISBN-13**~~ -
Year 2018
~~**Or Equivalent**~~ - ~~No~~
4. **Author(s)** Hal Leonard Corp.
Title Jazz Funk Play-Along: Real Book Multi-Tracks Volume 5
Edition _ 1st
Publisher Hal Leonard
ISBN-13
Year 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent No
5. **Author(s)** Hal Leonard Corp.
Title Jonas Brothers - Happiness Begins
Edition _ 1st
Publisher Hal Leonard
ISBN-13 _
Year 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

Other Learning Materials

1. **Other** _
Music by composers and performers of diverse backgrounds will be handed out free of cost to students to rehearse, analyze, and perform

Codes and Dates

Course Codes

Origination Date

~~07~~ 09 / ~~27~~ 04 / ~~2021~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

MUS 11 - Commercial Music Combo

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~
- State Approval

  ~~01/24/2020~~
- CC Approval

  ~~11/04/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date -

~~08/15/2020~~

10/13/2024

Course CB Codes

CB11: Course Classification Status

Y - Credit Course

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB27: Upper Division Status - N - Course is not an upper division course

LAS POSITAS COLLEGE

Course Outline for Music 11
Commercial Music Combo
Effective: Fall 2025

Catalog Description:

MUS 11 - Commercial Music Combo
1.00 Units

For instrumentalists and vocalists who want experience in performing and interpreting small-group commercial music literature. Emphasis will be on articulations, stylistic differences, composition, arranging, and common performance practices. Enrollment by audition only.

Recommended Course Preparation: MUS 6 with a minimum grade of C.

Course Grading: Optional

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. Demonstrate advanced facility and technique in performing and arranging commercial music literature by composers and performers of diverse backgrounds.
B. Rehearse effectively to ensure successful ensemble performances.
C. Play, memorize, and interpret commercial music literature in the following styles: Funk, Fusion, Rock, Blues, Hip-Hop.
D. Compile effective and diverse setlists, and perform as a cohesive unit.
E. Perform with effective articulation, intonation, style, expression, blending, and balance.

Course Content:

1. Concentrated study, rehearsal, and performance of varied commercial music repertoire composed by diverse artists
    1. Focus on phrasing, the use of space, tension and release, contour, and reacting to others in the ensemble
    2. Ensemble performance skills such as intonation, rhythmic precision, and blend
2. Focus on playing in tune, with a solid groove, and appropriate dynamic levels
    1. Public performance in a variety of venues: classroom, outdoor, jazz festival, and concert hall
    2. Focus on professionalism
    3. Focus on effective setlists
    4. Awareness and implementation of individual responsibility to the success of ensemble performance
3. Facility and technique in performing commercial music literature in a variety of styles.
    1. Play commercial music literature in a Funk style.
    2. Play commercial music literature in a Rock style.
    3. Play commercial music literature in a Latin style.
    4. Play commercial music literature in a Blues style.

Methods of Instruction:

1. Audio-visual Activity - Listen/watch exemplar performances by diverse artists for analysis and incorporation
2. Guest Lecturers - Welcome 1-2 guest lecturers from diverse backgrounds to discuss, demonstrate, and perform commercial music
3. Lab - Rehearsals in small group featuring diverse repertoire.
4. Projects - Projects include analysis techniques, transcription, composition, and performance of diverse musical examples.
5. Student Presentations - Students prepare and present analysis projects about diverse musical artists.
6. Outside practice

Typical Assignments

A. Reading:
    1. Read through your part of an assigned chart. Locate difficult passages and formulate an approach for effective practice of these passages.
B. Other:
    1. Arranging:
        1. Choose a composition and arrange it for the combo. Demonstrate a good understanding of orchestration, voicings, transpositions, and formal concepts.
    2. Composition:
        1. Compose a 5-7 minute piece for the combo and lead the rehearsal by pointing out key elements like form, structure, improvised sections, etc.

Methods of Evaluating Student Progress

A. Home Work
    1. Weekly

B. Final Public Performance
    1. Once per semester
C. Projects
    1. Transcribe a commercial music solo from the recording.
D. Class Participation
    1. Daily
E. Oral Presentation
    1. Research a commercial music artist and prepare a short oral presentation to deliver to the class.
F. Class Performance
    1. 3-4 per semester
G. Daily Individual Practice Various outside performance opportunities (3-4 per semester)

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Perform commercial music repertoire at an introductory level.
B. Transcribe and perform commercial music licks in all 12 keys.

Textbooks (Typical):

Textbook:

1. Elizabeth Benson *Training Contemporary Commercial Singers*. 1st ed., Compton, 2020.
2. Marisa Lee Naismith, PhD *Singing Contemporary Commercial Music Styles A Pedagogical Framework*. 1st ed., Compton, 2022.
3. Hal Leonard *Jazz Combo Pak #45 (The Beatles)*. 1st ed., Hal Leonard, 2018.
4. Hal Leonard Corp. *Jazz Funk Play-Along: Real Book Multi-Tracks Volume 5* . 1st ed., Hal Leonard, 2017.
5. Hal Leonard Corp. *Jonas Brothers - Happiness Begins*. 1st ed., Hal Leonard , 2019.

Other Learning Materials:

1. Music by composers and performers of diverse backgrounds will be handed out free of cost to students to rehearse, analyze, and perform.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: MUS 19 - Music Composition

Course Modification: MUS 19 - Music Composition (Launched - Implemented 10-08-2024)
compared with
MUS 19 - Studies in Music Composition (Active - Implemented 01-01-2019)

Cover

Course Title ~~Studies in~~ Music Composition
Effective Term ~~Spring~~ Fall ~~2019~~ 2025
Catalog Description
Students will compose individual pieces to be performed by professional or college-based music ensembles.
Presents a technical and historical analysis of works in ~~various~~ diverse ~~music~~ musical languages ~~. Students will compose individual pieces to be performed by college-based music ensembles~~ .
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Commercial Music: Scoring for Film and Multimedia - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2022

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Portfolio ~~No~~ Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Student must present a portfolio of at least 3 original pieces that demonstrate satisfactory compositional techniques. Pieces should be written for a variety of instrumentations using standard western notation.

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Compose ~~, analyze,~~ and orchestrate pieces in various musical languages by demonstrating formal, harmonic, rhythmic, and textural techniques
2. **Objective Text**
   Analyze musical works by composers of diverse backgrounds.
3. **Group Title** Apply established compositional techniques to specific projects
4. **Group Title** Use engraving software such as Sibelius ~~and Finale~~ to correctly notate scores and parts for in-class performances as well as collaborations with professional or LPC ensembles

Course Content

Lecture Content

1. Analysis and short composition assignments using formal structures from traditional Western musical literature:
    1. Theme and Variation
    2. Rondo
    3. Binary forms
    4. Passacaglia
2. Analysis of existing examples utilizing the following compositional techniques:
    1. Melodic direction awareness in tonal and non-tonal music.
    2. Harmonic Progression and Chromaticism as applied in traditional and contemporary repertoire.
    3. Exploration of extended techniques and 21st Century approaches
    4. Harmonic and rhythmic languages from other styles such as jazz, rock, and non-western music.
3. Analysis and exploration of ~~Classical~~ electronic music from the early to mid-Twentieth century.
    1. Music Concrete
    2. Analog synthesized music
    3. Computer based music

4. Non-traditional score notation
5. New works by composers from diverse backgrounds

4. Composition and orchestration by each individual student for a variety of ensembles.

    1. Solo piano.
    2. String Quartet
    3. Symphony Orchestra
    4. Jazz Ensemble

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  Listening and analysis of diverse music.
- Critique
  Comments
  Works in progress will be presented by students for feedback by peers and faculty.
- Discussion
  Comments
  Discussion of diverse music will serve to inspire and direct original student works.
- Guest Lecturers
  Comments
  Professional composers and performers will demonstrate concepts and offer feedback to student composers.
- Individualized Instruction
  Comments
  Faculty will offer short mini lessons to composers.
- Lab
  Comments
  Students will work on projects with faculty supervision and feedback.
- Lecture
  Comments
- Faculty ~~Observation~~
  ~~Comments~~ will

present lectures about a variety of topics each class including compositional techniques and analysis of works by composers of diverse backgrounds.

- Projects

  Comments

  Students will work on short closed-parameter projects early on and a longer open-parameter piece as the semester progresses.

Equity Based Curriculum

- Methods of Instruction

  Address

  Works by composers of diverse backgrounds will be studied.
- Typical Texts

  Address

  Works by composers of diverse backgrounds will be studied.
- Other Materials Required of Students

  Address

  Students are provided with the hardware and software needed to succeed in class regardless of socio-economic background.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing

   Add Assignment

   1. ~~**Writing, Problem Solving, Performance:**~~

      1. Students will be required to analyze available scores and to provide written observation regarding aesthetic and technical issues involving the compositions in question. For example, students will study Beethoven string quartets and present a formal analysis to the class.

2. **Assignment Type** Other

   Add Assignment

   1. Students will be required to structure their own works based on established musical structures, or to justify the use of unorthodox forms. For example, students will learn about rondo form, and compose a piece for piano in rondo form.

2. Students will receive demos from various instrumentalists and will learn how to rehearse effectively with an ensemble. For example, string players will demonstrate proper techniques, and students will compose short pieces using those techniques.

1. ~~**Other:**~~

1. Throughout the course, students will be producing a portfolio that should enable them to transfer to four-year institutions and/or to prepare them for professional music productions.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of MUS 19, the student will be able to analyze~~ Analyze and integrate knowledge of contemporary classical repertoire into original compositions.
2. **Outcome Text**
   ~~Upon completion of MUS 19, the student will be able to compose~~ Compose music for a variety of ensembles using standard practice techniques.
3. **Outcome Text**
   ~~Upon completion of MUS 19, the student will be able to create~~ Create professional scores and parts using standard music notation software.

Requisites/Requisite Validation

Requisites

1. **Min Grade**
   Group Title

   1. **Requisite Type** ~~Recommended~~ Prerequisite
      Subject MUS (Music)
      Requisite Course MUS 6 - Basic Music Skills(Active)
      Non **Course** ~~**Preparation**~~ **Requirements**
      Min Grade C
      Comments
      Requisite Validation Content Review
      Skills Analysis
      Requisite Course Objective(s)

      - interpret notation of both pitch and rhythm;
        Degree of Importance Required
      - identify and notate key signatures;

Degree of Importance Required

- identify and construct triads and seventh chords;
  Degree of Importance Required
- identify and construct simple intervals;
  Degree of Importance Required
- interpret expressive markings such as dynamic indications, accents, repeats;
  Degree of Importance Recommended
- recognize and construct scales: major, minor (3 forms), chromatic, whole-tone;
  Degree of Importance Recommended
- perform simple exercises in ear training and sight singing.
  Degree of Importance Recommended

2. **Requisite Type** Prerequisite
   Subject MUS (Music)
   Requisite Course MUS 8A - Music Theory and Musicianship 1(~~Historical~~ Launched)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Content Review
   Skills Analysis
   Requisite Course Objective(s)

- Write and identify all major and minor scales and key signatures
  Degree of Importance Recommended
- Transpose a given melody to any specified key
  Degree of Importance Recommended
- Construct any interval up to an octave above and below a given note
  Degree of Importance Recommended
- Write compositions in 4-part harmony using primary and secondary triads and 7th chords
  Degree of Importance Recommended
- Identify cadence types, including perfect authentic, imperfect authentic, half plagal, and deceptive cadences
  Degree of Importance Recommended
- Identify simple and compound meters
  Degree of Importance Required
- Conduct harmonic analysis of diatonic chord progressions
  Degree of Importance Recommended
- Visually identify all intervals up to an octave
  Degree of Importance Recommended
- Write and identify any triad in root position and inversions
  Degree of Importance Required
- Demonstrate the ability to hear music with understanding and recognize patterns and musical functions by taking dictation and other ear training exercises.
  Degree of Importance Recommended
- 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.

Degree of Importance Recommended

Catalog View ~~**Recommended Course Preparation**~~ **Prerequisite :** MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C .

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Projects
  Frequency
  Monthly projects. One final project that is more extensive.
- Class Participation
  Frequency
  Weekly
- Home Work
  Frequency
  Weekly Homework.
- Class Performance
  Frequency
  ~~Class performances~~ Performances of completed projects ~~3~~ once ~~times~~ at ~~per~~ the end of the semester by a guest ensemble or solo musician .
- Final Public Performance
  Frequency
  One final performance by professional or LPC -based ~~ensembles~~ ensemble .

Distance Education

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

~~**Emergency**~~ **Delivery Methods**

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~ The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~Fully~~ **Online with the Flexible In-Person Component (~~FO~~ OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by ~~only~~ online materials and activities delivered through the college's learning management system, and through the use of other required materials. ~~All approved~~ Approved instructional ~~contract~~ contact hours are delivered through ~~those~~ online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online ~~interactions~~ interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials . Any ~~synchronous~~ portion ~~requirements~~ of ~~are~~ a ~~listed~~ class ~~in~~ that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings .*

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Textbooks/Materials

Other ~~No~~ Yes

Textbook

1. **Author(s)** Jorge Variego
   Title Composing with Constraints: 100 Practical Exercises in Music Composition
   Publisher Oxford University Press
   Year 2021

Or Equivalent Yes

2. **Author(s)** Aventuras De Viaje
   Title The Fundamentals of Music Composition: Learn Music Composition Step by Step
   Publisher SF Nonfiction Books
   Year 2022
   Or Equivalent Yes
3. **Author(s)** Edited by Friedemann Sallis, Valentina Bertolani, Jan Burle, Laura Zattra
   Title Live Electronic Music Composition, Performance, Study
   Publisher Routledge
   Year 2018
   ~~**Or Equivalent** No~~
4. **Author(s)** Zvonimir Nagy
   Title Embodiment of Musical Creativity The Cognitive and Performative Causality of Musical Composition
   Edition 1st
   Publisher Routledge
   Year 2017
   ~~**Or** **Rationale** **Equivalent**~~ **for textbook older than 5 years. (Most recent edition, considered classic, etc.)**
   ~~No~~
5. **Author(s)** Jonathan E Peters
   Title Music Composition 1: Learn how to compose well-written rhythms and melodies (Volume 1)
   Edition 1st
   Publisher CreateSpace Independent Publishing Platform
   Year 2014
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
6. **Author(s)** Ron Gorow
   Title Hearing and Writing Music: Professional Training for Today's Musician
   Edition 2nd
   Publisher September Publishing
   ISBN-13
   Year 2002
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Classic Text
   Or Equivalent No
7. **Author(s)** Earl Henry, Jennifer Snodgrass, Susan Piagentini
   Title Fundamentals of Music: Rudiments, Musicianship, and Composition
   Edition 6th
   Publisher Pearson
   ISBN-13
   Year 2012
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Great text
   Or Equivalent No

Other Learning Materials

1. **Other**
   Various new original compositions by composers of diverse backgrounds will be studied and analyzed to be provided by the instructor free of cost.

Other Materials Required of Students

v

1. **Enter Required Material**
   Students are provided with the hardware and software needed to succeed in class such as laptops and notation software such as Sibelius.

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date

~~07~~ 09 / ~~27~~ 04 / ~~2021~~ 2024

Parent Course

MUS 19 - Studies in Music Composition

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/19/2018~~

- CC Approval

  ~~04/02/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date

~~01/01/2019~~

10/08/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Music 19
Music Composition
Effective: Fall 2025

Catalog Description:

MUS 19 - Music Composition
3.00 Units

Students will compose individual pieces to be performed by professional or college-based music ensembles. Presents a technical and historical analysis of works in diverse musical languages.

Prerequisite: MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

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. Compose and orchestrate pieces in various musical languages by demonstrating formal, harmonic, rhythmic, and textural techniques
B. Analyze musical works by composers of diverse backgrounds.
C. Apply established compositional techniques to specific projects
D. Use engraving software such as Sibelius to correctly notate scores and parts for in-class performances as well as collaborations with professional or LPC ensembles

Course Content:

1. Analysis and short composition assignments using formal structures from traditional Western musical literature:
    1. Theme and Variation
    2. Rondo
    3. Binary forms
    4. Passacaglia
2. Analysis of existing examples utilizing the following compositional techniques:
    1. Melodic direction awareness in tonal and non-tonal music.
    2. Harmonic Progression and Chromaticism as applied in traditional and contemporary repertoire.
    3. Exploration of extended techniques and 21st Century approaches
    4. Harmonic and rhythmic languages from other styles such as jazz, rock, and non-western music.
3. Analysis and exploration of electronic music from the early to mid-Twentieth century.
    1. Music Concrete
    2. Analog synthesized music
    3. Computer based music
    4. Non-traditional score notation
    5. New works by composers from diverse backgrounds
4. Composition and orchestration by each individual student for a variety of ensembles.
    1. Solo piano.
    2. String Quartet
    3. Symphony Orchestra
    4. Jazz Ensemble

Methods of Instruction:

1. Discussion - Discussion of diverse music will serve to inspire and direct original student works.
2. Projects - Students will work on short closed-parameter projects early on and a longer open-parameter piece as the semester progresses.
3. Classroom Activity - Listening and analysis of diverse music.
4. Lecture - Faculty will present lectures about a variety of topics each class including compositional techniques and analysis of works by composers of diverse backgrounds.
5. Lab - Students will work on projects with faculty supervision and feedback.
6. Guest Lecturers - Professional composers and performers will demonstrate concepts and offer feedback to student composers.
7. Critique - Works in progress will be presented by students for feedback by peers and faculty.
8. Individualized Instruction - Faculty will offer short mini lessons to composers.

Typical Assignments

A. Writing:
    1. Students will be required to analyze available scores and to provide written observation regarding aesthetic and technical issues involving the compositions in question. For example, students will study Beethoven string quartets and present a formal analysis to the class.
B. Other:

1. Students will be required to structure their own works based on established musical structures, or to justify the use of unorthodox forms. For example, students will learn about rondo form, and compose a piece for piano in rondo form.
2. Students will receive demos from various instrumentalists and will learn how to rehearse effectively with an ensemble. For example, string players will demonstrate proper techniques, and students will compose short pieces using those techniques.
3. Throughout the course, students will be producing a portfolio that should enable them to transfer to four-year institutions and/or to prepare them for professional music productions.

Methods of Evaluating Student Progress

A. Portfolios
    1. Final portfolio at the end of the semester.
B. Final Public Performance
    1. One final performance by professional or LPC-based ensemble.
C. Home Work
    1. Weekly Homework.
D. Projects
    1. Monthly projects. One final project that is more extensive.
E. Field Trips
    1. One field trip per semester.
F. Class Performance
    1. Performances of completed projects once at the end of the semester by a guest ensemble or solo musician.
G. Class Participation
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Analyze and integrate knowledge of contemporary classical repertoire into original compositions.
B. Compose music for a variety of ensembles using standard practice techniques.
C. Create professional scores and parts using standard music notation software.

Textbooks (Typical):

Textbook:

1. Jorge Variego *Composing with Constraints: 100 Practical Exercises in Music Composition*. 1st ed., Oxford University Press, 2021.
2. Aventuras De Viaje *The Fundamentals of Music Composition: Learn Music Composition Step by Step*. 1st ed., SF Nonfiction Books, 2022.
3. Edited by Friedemann Sallis, Valentina Bertolani, Jan Burle, Laura Zattra *Live Electronic Music Composition, Performance, Study*. 1st ed., Routledge, 2018.
4. Zvonimir Nagy *Embodiment of Musical Creativity The Cognitive and Performative Causality of Musical Composition*. 1st ed., Routledge, 2017.

5. Jonathan E Peters *Music Composition 1: Learn how to compose well-written rhythms and melodies (Volume 1)* . 1st ed., CreateSpace Independent Publishing Platform, 2014.
6. Ron Gorow *Hearing and Writing Music: Professional Training for Today's Musician* . 2nd ed., September Publishing, 2002.
7. Earl Henry, Jennifer Snodgrass, Susan Piagentini *Fundamentals of Music: Rudiments, Musicianship, and Composition*. 6th ed., Pearson, 2012.

Other Learning Materials:

1. Various new original compositions by composers of diverse backgrounds will be studied and analyzed to be provided by the instructor free of cost..

Other Materials Required of Students

Other Materials Required of Students:

1. Students are provided with the hardware and software needed to succeed in class such as laptops and notation software such as Sibelius..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: MUS 34 - Music in Film

Course Modification: MUS 34 - Music in Film (Launched - Implemented 10-11-2024)
compared with
MUS 34 - Music in Film (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Distinguish and analyze the styles of prominent film music composers from diverse backgrounds .

Course Content

Lecture Content

1. Exploring Film and Music

    1. Wagner's Prelude

    2. Drama and Film

3. Elements of Music
4. Listening to Film Music

2. The Silent Film Era 1895-1908

    1. Birth of an Artform: 1895-1907
    2. The Foundations of Modern Film: 1908
    3. *The Birth of a Nation*
    4. The Golden Age of Silent Film: 1920-1928
    5. Transition to sound

3. The Sound Era Begins 1928-1944

    1. The Early Years of Sound: 1928-1933
    2. Entering a New Golden Age: 1934-1938
    3. Hollywood's Greatest Year: 1939
    4. Modern Voices: 1936-1944
    5. *Casablanca*

4. Entering a Cold War 1944-1959

    1. Postwar Trends: 1944-1949
    2. Country, Rock, and All That Jazz: 1950-1956
    3. Expanding Modern Styles: 1950-1956
    4. The Close of the Decade: 1956-1959
    5. *Ben-Hur*

5. A New American Cinema 1960-1976

    1. *Psycho*
    2. Declining Traditions: 1960-1967
    3. The Emerging New Era: 1960-1967
    4. Crises Years: 1968-1972
    5. Moving Forward: 1973-1976

6. The Classic Revival 1977-1988

    1. *Star Wars* and Postmodernism: 1977-1984
    2. *E.T. The Extra-Terrestrial*
    3. In the Shadows of *Star Wars*: 1977-1984
    4. Settings Far and Near: 1982-1988
    5. New Box Office Kings: 1984-1988

7. *Fin de Siécle* and the New Millennium 1989- ~~2004~~ present

    1. Pax Americana: 1989-1995
    2. Popular music and eclectic scores: 1989-1996
    3. ~~The Sinking~~ *Titanic*: 1997-2000
    4. *The Red Violin*
    5. The New Millennium: 2001- ~~2004~~ to present day
    6. Hans Zimmer, Danny Elfman, Wendy Carlos, Laura Karpman, Quincy Jones, Kris Bowers, Robbie Robertson

Methods of Instruction

Check all that apply:

- Critique
  Comments
  Watch and critique film scenes.
- Demonstration
  Comments
  Musical concepts may be demonstrated on an instrument or digital audio workstation
- ~~Field Trips~~ Discussion
  Comments
  ~~(Virtual)~~
- ~~Guest Lecturers~~
  ~~**Comments**~~
  Weekly
- Lecture
  Comments
  Weekly
- Projects
  Comments
  1-3
- Research
  Comments
- In ~~Written~~ preparation ~~Exercises~~
  ~~**Comments**~~ for
  writing assignments, research is needed.

Equity Based Curriculum

- Course Content
  Address
  Composers of diverse backgrounds such as Wendy Carlos, Laura Karpman, Quincy Jones, Kris Bowers, Robbie Robertson will be included in the curriculum

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

    1. ~~Assignments that Demonstrate Critical Thinking~~

        1. ~~Evaluate specific film composers and their work in film.~~
        2. ~~Compare and contrast the musical styles of different film composers~~
        3. ~~Appraise a specific film composer giving specific examples of his/her film score and the contribution towards a particular film style.~~ Analyze the manner in which music for a specific scene enhances or inhibits the drama on screen, citing its salient musical characteristics.

2. **Assignment Type** Writing
   Add Assignment

    1. ~~Writing Assignments and/or Proficiency Demonstration~~

        1. ~~Deliver an oral presentation on either a film composer and his/her contribution to the genre, or a specific motion picture score, evaluating its dramatic impact on the film~~
        2. ~~Assemble a scholarly research paper on some aspect of motion picture music or composer discussed in class~~
        3. ~~Articulate the manner in which music enhances or inhibits the effect of dramatic film, and to understand its salient characteristics.~~ Write a research paper on some aspect of motion picture music or a composer discussed in class

3. **Assignment Type** Research
   Add Assignment

    1. Compare and contrast the musical styles of different film composers from a variety of cultural backgrounds.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of MUS 34, the student will be able to distinguish~~ Distinguish the styles of prominent film music composers and their contributions to the field of film scoring.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Understand Artistic Expression : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Interpret Influences : Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Identify Contributions : Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.

2. **Outcome Text**

~~Upon completion of MUS 34, the student will be able to recognize~~ Recognize significant trends in the history of American film scoring and their relationship to developments in American cinema, both technological and cultural.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Identify Values : Identify and evaluate aesthetic and cultural values from diverse disciplines;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Understand Artistic Expression : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Interpret Influences : Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Identify Contributions : Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.

Distance Education

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

It has been taught DE for years now, and it works very well.

Explain how the decision was made to offer this course in a Distance Education mode.

~~Our~~ In ~~Program Review states: "As a SCFF project, we are proposing to make two fully online certificates that will be offered through the OEI: Music History and Cultures and Teaching Piano Fundamentals. Faculty will be~~

~~undergoing training and aligning courses this Fall, Spring, and Summer. Courses that will be made into DE options include MUS 34, MUS 1, and MUS 13. Not only will this help the district and the new funding formula, but our GE DE classes are typically full, and offering them online will open up space in 4000 for other face-to-face classes. It will also decrease the scheduling conflicts that often arise~~ consultation with ~~classes across campus~~ faculty . "

~~**Emergency Delivery Methods**~~

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~

- ~~-~~

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
~~No~~ Yes
A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
~~No~~ Yes
The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of MUS 34. Replies will be made as soon as possible.

Textbooks/Materials

Textbook

1. **Author(s)** Juan Chattah
   Title Film Music: Cognition to Interpretation
   Edition
   Publisher Routledge
   ISBN-13 9781138586710
   Year 2023
   Or Equivalent Yes
2. **Author(s)** Edward Knoeckel
   Title Music in Motion Pictures: A Guide Through the Art and Craft of Film Music
   Edition 1st
   Publisher Kendall Hunt
   Year 2022
   Or Equivalent Yes
3. **Author(s)** Laura Miranda

Title The Routledge Handbook to Spanish Film Music
Edition 1st
Publisher Routledge
Year 2024

4. **Author(s)** Carol de Giere
   Title Defying Gravity: The Creative Career of Stephen Schwartz, from Godspell to Wicked
   Edition 2nd
   Publisher Applause Theatre & Cinema Books
   ~~**ISBN-13**~~
   Year 2018
   ~~**Or**~~ **Rationale** ~~**Equivalent**~~ **for textbook older than 5 years. (Most recent edition, considered classic, etc.)**
   ~~No~~
   Most recent
5. **Author(s)** Andy Hill
   Title Scoring the Screen: The Secret Language of Film Music (Music Pro Guides)
   Edition Kindle
   Publisher Amazon Digital Services LLC
   Year 2019
   ~~**Or**~~ **Rationale** ~~**Equivalent**~~ **for textbook older than 5 years. (Most recent edition, considered classic, etc.)**
   ~~No~~
   Most recent
6. **Author(s)** James Buhler, David Neumeyer
   Title Hearing the Movies: Music and Sound in Film History
   Edition 2nd ~~e~~
   Publisher Oxford University Press
   ISBN-13
   Year 2015
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
7. **Author(s)** Larry M. Timm
   Title Film Music - The Soul of Cinema
   Edition ~~10th~~ 3rd
   Publisher Pearson
   ISBN-13
   Year 2013
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Most recent
   Or Equivalent No
8. **Author(s)** David Neumeyer
   Title Meaning and Interpretation of Music in Cinema (Musical Meaning and Interpretation)
   Edition 1st e
   Publisher Indiana University Press
   ISBN-13

Year 2015

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Most recent

Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- _ 3A - Arts
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes
- _ 3B - Humanities
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- _ 3 - Arts and Humanities
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes

Origination Date

~~09~~ 10 / ~~26~~ 08 / ~~2019~~ 2024

Parent Course

MUS 34 - Music in Film

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/21/2020~~
- State Approval
  ~~01/22/2020~~

- CC Approval

~~10/21/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date ~~08/15/2020~~

10/11/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Music 34
Music in Film
Effective: Fall 2025

Catalog Description:

MUS 34 - Music in Film
3.00 Units

The class traces the history and development of film music through reading, lecture and film viewing. The class studies the process of film scoring and how music and its relationship to film have changed over the last century. Class includes discussion and evaluation of different compositional styles and learning to listen critically to film scores while viewing movies.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
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. Evaluate the historical trends in movie music from the early twentieth century to the present.
B. Distinguish and analyze the styles of prominent film music composers from diverse backgrounds.
C. Define in verbal and written formats the dramatic elements of music and evaluate how they are adapted to cinematic situations.
D. Assess and interpret film music terminology.
E. Evaluate the effects music technology has had in the composition of music for film

Course Content:

1. Exploring Film and Music
    1. Wagner's Prelude
    2. Drama and Film
    3. Elements of Music
    4. Listening to Film Music
2. The Silent Film Era 1895-1908
    1. Birth of an Artform: 1895-1907
    2. The Foundations of Modern Film: 1908
    3. *The Birth of a Nation*
    4. The Golden Age of Silent Film: 1920-1928
    5. Transition to sound
3. The Sound Era Begins 1928-1944
    1. The Early Years of Sound: 1928-1933
    2. Entering a New Golden Age: 1934-1938
    3. Hollywood's Greatest Year: 1939
    4. Modern Voices: 1936-1944
    5. *Casablanca*
4. Entering a Cold War 1944-1959
    1. Postwar Trends: 1944-1949
    2. Country, Rock, and All That Jazz: 1950-1956
    3. Expanding Modern Styles: 1950-1956
    4. The Close of the Decade: 1956-1959
    5. *Ben-Hur*
5. A New American Cinema 1960-1976
    1. *Psycho*
    2. Declining Traditions: 1960-1967
    3. The Emerging New Era: 1960-1967
    4. Crises Years: 1968-1972
    5. Moving Forward: 1973-1976
6. The Classic Revival 1977-1988
    1. *Star Wars* and Postmodernism: 1977-1984
    2. *E.T. The Extra-Terrestrial*
    3. In the Shadows of *Star Wars*: 1977-1984
    4. Settings Far and Near: 1982-1988
    5. New Box Office Kings: 1984-1988
7. *Fin de Siécle* and the New Millennium 1989-present
    1. Pax Americana: 1989-1995
    2. Popular music and eclectic scores: 1989-1996
    3. *Titanic*: 1997-2000
    4. *The Red Violin*
    5. The New Millennium: 2001-to present day
    6. Hans Zimmer, Danny Elfman, Wendy Carlos, Laura Karpman, Quincy Jones, Kris Bowers, Robbie Robertson

Methods of Instruction:

1. Critique - Watch and critique film scenes.
2. Demonstration - Musical concepts may be demonstrated on an instrument or digital audio workstation
3. Audio-visual Activity - Watching and discussion of important scenes which use film music.
4. Research - In preparation for writing assignments, research is needed.
5. Lecture - Weekly
6. Projects - 1-3
7. Research
8. Discussion - Weekly

Typical Assignments

A. Project:
    1. Analyze the manner in which music for a specific scene enhances or inhibits the drama on screen, citing its salient musical characteristics.
B. Writing:
    1. Write a research paper on some aspect of motion picture music or a composer discussed in class
C. Research:
    1. Compare and contrast the musical styles of different film composers from a variety of cultural backgrounds.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 2-4
B. Quizzes
    1. Weekly
C. Research Projects
    1. 2-3
D. Papers
    1. 2-3
E. Projects
    1. 2-3
F. Group Projects
    1. 1-2
G. Class Participation
    1. Daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Distinguish the styles of prominent film music composers and their contributions to the field of film scoring.

B. Recognize significant trends in the history of American film scoring and their relationship to developments in American cinema, both technological and cultural.

Textbooks (Typical):

Textbook:

1. Juan Chattah *Film Music: Cognition to Interpretation.*, Routledge, 2023.
2. Edward Knoeckel *Music in Motion Pictures: A Guide Through the Art and Craft of Film Music.* 1st ed., Kendall Hunt, 2022.
3. Laura Miranda *The Routledge Handbook to Spanish Film Music.* 1st ed., Routledge, 2024.
4. Carol de Giere *Defying Gravity: The Creative Career of Stephen Schwartz, from Godspell to Wicked.* 2nd ed., Applause Theatre & Cinema Books, 2018.
5. Andy Hill *Scoring the Screen: The Secret Language of Film Music (Music Pro Guides)* . Kindle ed., Amazon Digital Services LLC, 2019.
6. James Buhler, David Neumeyer *Hearing the Movies: Music and Sound in Film History.* 2nd ed., Oxford University Press, 2015.
7. Larry M. Timm *Film Music - The Soul of Cinema.* 3rd ed., Pearson, 2013.
8. David Neumeyer *Meaning and Interpretation of Music in Cinema (Musical Meaning and Interpretation)* . 1st e ed., Indiana University Press , 2015.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: MUS 44 - Concert Choir

Course Modification: MUS 44 - Concert Choir (Launched - Implemented 11-04-2024)
compared with
MUS 44 - Concert Choir (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025
Catalog Description
This course offers an opportunity for students to study, interpret, and perform vocal ensemble music in a variety of styles. Emphasis is placed on building ensemble singing experience and techniques towards a successful audition into higher-level ensembles. Designed for students of all backgrounds and experience levels. -

_ Concurrent enrollment in MUS 6 (Basic Music Skills) is highly recommended.

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
TOTALS
Calculations

Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content

1. ~~Musical Styles~~
    1. ~~Classical~~
    2. ~~Jazz~~
    3. ~~Pop/Rock~~

4. ~~Folk~~
5. ~~Contemporary~~

2. ~~Cultural Styles~~
    1. ~~African~~
    2. ~~Latin~~
    3. ~~Asian~~
    4. ~~Western European~~
    5. ~~Native American~~

3. ~~Performance Practices~~
    1. ~~Stage presence~~
    2. ~~Attire~~
    3. ~~Interaction between participants~~
    4. ~~Movement~~
    5. ~~Solo performance~~
    6. ~~Ensemble performance~~

4. ~~Literature performance~~
    1. ~~Classical/Choral~~
    2. ~~Vocal Jazz~~
    3. ~~Contemporary Acappella~~
    4. ~~Folk Songs~~

5. ~~Vocal Technique and Musicianship~~

1. ~~Tone quality~~
2. ~~Intonation~~
3. ~~Blend~~
4. ~~Balance~~
5. ~~Articulation~~
6. ~~Nuance~~
7. ~~Support~~
8. ~~Phrasing~~
9. ~~Dynamics~~
10. ~~Rhythmic precision~~

Lab Content

1. Musical Styles
    1. Classical
    2. Jazz
    3. Pop/Rock
    4. Folk
    5. Contemporary

2. Cultural Styles
    1. African
    2. Latin
    3. Asian

    4. Western European
    5. Native American

3. Performance Practices
    1. Stage presence
    2. Attire
    3. Interaction between participants
    4. Movement
    5. Solo performance
    6. Ensemble performance

4. Literature performance
    1. Classical/Choral
    2. Vocal Jazz
    3. Contemporary Acappella
    4. Folk Songs

5. Vocal Technique and Musicianship
    1. Tone quality
    2. Intonation
    3. Blend
    4. Balance

5. Articulation
6. Nuance
7. Support
8. Phrasing
9. Dynamics
10. Rhythmic precision

Methods of Instruction

Check all that apply:

- ~~Critique~~ Classroom Activity
  Comments
  Rehearsals (ensemble and sectionals)

- ~~Observation~~ Demonstration
  Comments
  1-2 Public Performances

Other ~~Yes~~ No

Equity Based Curriculum

- Course Content
  Address
  Students will learn and prepare a set of choral repertoire for public performance. No materials are necessary other than one's voice. Sheet music is provided to all students.
  The repertoire chosen comes from a variety of musical cultures, eras, composers/arrangers, and languages. The concert repertoire includes works by women and composers/arrangers of color.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of MUS 44, the student will be able to demonstrate~~ Demonstrate appropriate stage appearance and overall ability through performance of music in a variety of cultural styles.
2. **Outcome Text**
   ~~Upon completion of MUS 44, the student will be able to demonstrate~~ Demonstrate healthy vocal technique (tone, resonance, support, effective singing posture, accurate intonation) as proscribed by the instructor.
3. **Outcome Text**
   ~~Upon completion of MUS 44, the student will be able to demonstrate~~ Demonstrate improvements in basic rhythms, intonation, overall musicianship, and ability to carry one's part singing within an ensemble.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Enrollment Limitation
   Non Course Requirements
   ~~Required~~ Audition ~~by C-ID~~ required
   Requisite Validation CCN/C-ID Requirement

Catalog View **Enrollment Limitation:** Audition required.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is*

supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

In discussion and practice with my music colleagues, we felt that (though not ideal) MUS 46 is able to meet course outcomes fully online. It can also meet them partially online even under normal circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity .

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Music performances will take place at least ~~2 times~~ once per semester on campus. Rehearsals will happen 1-4 times per month throughout the semester.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  In-class and public performances (at least ~~2 times~~ once per semester) functioning as demonstration of material completed and understood
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  ~~At~~ Field ~~least~~ trips ~~one~~ possible ~~per~~ but ~~semester~~
- not **Projects:** ~~*Students will complete projects that demonstrate their mastery of outcomes of the course*~~ *required* .
  ~~***Frequency***~~
  ~~*At least one per month*~~
- ***Other:***
  Frequency
  Weekly practice assignments

Textbooks/Materials

Textbook

1. ***Author(s)*** ~~*Roger*~~ *Christopher* ~~*Love, Donna Frazier*~~ *Peterson*

Title ~~Set Your Voice Free: How to Get the Singing or Speaking Voice You Want~~ Resonance
Edition ~~Revised ed. edit~~ 1st
Publisher ~~Little, Brown and Company~~ Pavane
ISBN-13 1950736016
Year ~~2016~~ 2021

2. **Author(s)** ~~Reid~~ Jason ~~Rainwater~~ Max Ferdinand
Title ~~Singing~~ Teaching ~~Health~~ Beyond ~~Handbook:~~ the ~~Keep Your Voice Healthy. Forever.~~ Music
Edition ~~Kindle~~ 1st
Publisher ~~Amazon~~ GIA ~~Digital Services LLC~~ Publications
Year ~~2017~~ 2023
3. **Author(s)** Brinegar, ~~Marcía Porter~~ Donald
Title ~~Singing~~ Aproarte - A Nested Hierarchy in ~~Brazilian~~ Expressive ~~Portuguese~~ Singing
Publisher ~~Rowman & Littlefield Publishers~~ GoshPa
ISBN-13 9798851536281
Year ~~2017~~ 2022

General Education/Transfer Request

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes

- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

C-ID MUS 185
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Brekke, Ian~~ Preponis, Andreas

Origination Date
~~11~~ 10 / ~~16~~ 23 / ~~2020~~ 2024

Parent Course
MUS 44 - Concert Choir

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/21/2020~~
- State Approval
~~03/12/2020~~
- CC Approval
~~12/02/2019~~

Instructional Services

Effective Term ~~*Fall 2020*~~ *Fall 2025*

Implementation Date -
~~*08/15/2020*~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Music 44
Concert Choir
Effective: Fall 2025

Catalog Description:

MUS 44 - Concert Choir
1.00 Units

This course offers an opportunity for students to study, interpret, and perform vocal ensemble music in a variety of styles. Emphasis is placed on building ensemble singing experience and techniques towards a successful audition into higher-level ensembles. Designed for students of all backgrounds and experience levels. Concurrent enrollment in MUS 6 (Basic Music Skills) is highly recommended.

Enrollment Limitation: Audition required.

Course Grading: Optional

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. Develop basic music skills pertaining to ensemble singing, including intonation, sight-reading, tonal memory, accuracy in rhythms, and greater listening.
B. Develop appropriate vocal technique.
C. Listen to, understand, and successfully sing in harmony with fellow ensemble members.
D. Learn and independently carry one’s harmonic part.
E. Compare, contrast and perform styles of several musical genres, including classical, jazz, pop/rock, contemporary, and folk.
F. Demonstrate appropriate stage presence and performance.
G. Demonstrate overall improvement in performance ability.

Course Content:

1. Musical Styles
    1. Classical
    2. Jazz
    3. Pop/Rock
    4. Folk
    5. Contemporary
2. Cultural Styles
    1. African
    2. Latin
    3. Asian
    4. Western European
    5. Native American
3. Performance Practices
    1. Stage presence
    2. Attire
    3. Interaction between participants
    4. Movement
    5. Solo performance
    6. Ensemble performance
4. Literature performance
    1. Classical/Choral
    2. Vocal Jazz
    3. Contemporary Acappella
    4. Folk Songs
5. Vocal Technique and Musicianship
    1. Tone quality
    2. Intonation
    3. Blend
    4. Balance
    5. Articulation
    6. Nuance
    7. Support
    8. Phrasing
    9. Dynamics
    10. Rhythmic precision

Methods of Instruction:

1. Classroom Activity - Rehearsals (ensemble and sectionals)
2. Demonstration - 1-2 Public Performances

Typical Assignments

A. Other:

1. Memorize the bass part to “Give Me Jesus” by Jester Hairston.
2. Learn the Latin pronunciation for “Ne Timeas Maria” by Victoria.
3. Accurately perform the complex rhythms of “Fum, Fum, Fum” by Conrad Susa.
4. Rehearse “The Last Words of David” by Randall Thompson with your section.

Methods of Evaluating Student Progress

A. Research Projects
    1. Study of existing vocal ensembles through listening and analysis, presentation of findings.
B. Field Trips
    1. Performance at vocal festivals.
C. Class Participation
    1. Weekly rehearsals.
D. Class Performance
    1. Both In-class and public performances each semester.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate appropriate stage appearance and overall ability through performance of music in a variety of cultural styles.
B. Demonstrate healthy vocal technique (tone, resonance, support, effective singing posture, accurate intonation) as proscribed by the instructor.
C. Demonstrate improvements in basic rhythms, intonation, overall musicianship, and ability to carry one’s part singing within an ensemble.

Textbooks (Typical):

Textbook:

1. Christopher Peterson *Resonance*. 1st ed., Pavane, 2021.
2. Jason Max Ferdinand *Teaching Beyond the Music*. 1st ed., GIA Publications, 2023.
3. Brinegar, Donald *Aproarte - A Nested Hierarchy in Expressive Singing*. 1st ed., GoshPa, 2022.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: MUS 45 - Chamber Choir

Course Modification: MUS 45 - Chamber Choir (Launched - Implemented 10-25-2024)
compared with
MUS 45 - Chamber Choir (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	9
Lab Hours	81
Inside of Class Hours	90
Outside of Class Hours	18

Course Content

Lecture Content

1. Historical Styles
    1. Renaissance
    2. Baroque
    3. Classic
    4. Romantic
    5. Contemporary

2. Cultural Styles
    1. African
    2. ~~Latin~~ South American
    3. Asian
    4. Western European
    5. North American
    6. Native American

3. Performance Practices
    1. Stage presence
    2. Attire
    3. Interaction between ensemble participants
    4. Movement
    5. Solo performance
    6. Ensemble performance
    7. Follow conductor's directions and gestures

4. Choral Literature Performance
    1. Gospel
    2. Madrigals
    3. Anthems
    4. Chorales
    5. Fugues

6. Oratorios
7. Masses
8. Folk songs

5. Vocal Technique and Musicianship

1. Tone quality
2. Intonation
3. Blend and ensemble
4. Balance
5. Articulation
6. Nuance
7. Breath Support
8. Phrasing
9. Dynamics
10. Rhythmic Precision

Lab Content

1. Explanation of choral concepts including: Vocal technique, sight reading, music theory, ear training, techniques of blend and balance, following a conductor, and techniques for part-learning.

    1. Homework to learn parts within the ensemble pieces is expected.

2. Rehearsal and performance of ensemble repertoire.

1. All hours are spent together with fellow ensemble members in active singing participation and preparation for public presentation.

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  Rehearsal in ensemble or as individual under the direction of the conductor.

Equity Based Curriculum

- Assignments
  Address
  Students will learn and prepare a set of choral repertoire for public performance chosen from a variety of musical cultures, eras, composers/arrangers, and languages.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment

   1. ~~Memorize the bass part to "Give Me Jesus" by Jester Hairston.~~
   2. ~~Learn the German pronunciation for the first three songs of Brahms "Marianlieder".~~
   3. Accurately perform the complex rhythm of "Deck the Halls in 7/8" by James McKelvy.
   4. Rehearse "Hiru Eguberri" by Javier Busto with your section.

2. **Assignment Type** Other
   Add Assignment

   1. Memorize the bass part to "Give Me Jesus" by Jester Hairston.

2. Learn the German pronunciation for the first three songs of Brahms “Marienlieder”.

3. **Assignment Type** Other
   Add Assignment

    1. Students will learn and prepare a set of choral repertoire for public performance.

        1. The repertoire chosen comes from a variety of musical cultures, eras, composers/arrangers, and languages.

        2. The concert repertoire includes works by women and composers/arrangers of color.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of MUS 45, the student will be able to demonstrate~~ Demonstrate appropriate stage appearance and overall ability through multiples performances of music in a variety of cultural styles.
2. **Outcome Text**
   ~~Upon completion of MUS 45, the student will be able to demonstrate~~ Demonstrate improvements in advanced rhythms, intonation, overall musicianship, and ability to carry one’s part singing within an ensemble.
3. **Outcome Text**
   ~~Upon completion of MUS 45, the student will be able to demonstrate~~ Demonstrate successful ensemble methods, adhering to director’s instructions.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Requisite Course MUS 6 - Basic Music Skills(~~Historical~~ Active)
   Comments
   Requisite Validation ~~Content Review~~ Advisory
2. **Requisite Type** Recommended Course Preparation
   Comments
   Requisite Validation ~~Content Review~~ Advisory
3. **Requisite Type** Enrollment Limitation
   Non Course Requirements

~~Required~~ Audition ~~by C-ID~~ required

Requisite Validation CCN/C-ID Requirement

Catalog View **Recommended Course Preparation:** MUS 6 with a minimum grade of C, MUS 44 with a minimum grade of C, **Enrollment Limitation:** Audition required.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Field Trips
  Frequency
  Singing at choral festivals. 1-2 per semester
- Class Performance
  Frequency
  Performances throughout the semester.
- ~~Final~~ 1-3 ~~Performance~~
  ~~**Frequency**~~ per
  ~~Final concert.~~ semester

Please Explain

Auditions with instructor

At instructor' ~~sdiscretion~~ s discretion

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is*

supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

In discussion and practice with my music colleagues, we felt that (though not ideal) MUS 46 is able to meet course outcomes fully online. It can also meet them partially online even under normal circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Textbooks/Materials

Textbook

1. **Author(s)** ~~Roger Love~~ Brinegar , ~~Donna Frazier~~ Donald
   Title ~~Set~~ Aproarte ~~Your~~ - ~~Voice~~ A ~~Free:~~ Nested ~~How~~ Hierarchy ~~to~~ of ~~Get the~~ Expressive Singing ~~or Speaking Voice You Want~~
   Edition ~~Revised~~ 1st
   Publisher ~~Little, Brown and Company~~ GoshPa
   ISBN-13 9798851536281
   Year ~~2016~~ 2022
2. **Title** Prayers & Remembrances
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Standard Choral Repertoire
3. **Author(s)** Christopher ~~Anthony F Jahn~~ Peterson
   Title ~~Vocal Health for Singers: A Leading Voice Doctor Answers Over 100 Questions from Vocalists~~ Resonance
   Edition ~~Kindle~~ 1st
   Publisher ~~Amazon Digital Services LLC~~ Pavane
   ISBN-13 1950736016
   Year ~~2016~~ 2021

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID MUS 180
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Brekke, Ian~~ Preponis, Andreas

Origination Date

~~11~~ 10 / ~~16~~ 23 / ~~2020~~ 2024

Parent Course

MUS 45 - Chamber Choir

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/21/2020~~

- State Approval

  ~~01/27/2020~~

- CC Approval

  ~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date ~~-~~
~~08/15/2020~~

10/25/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Music 45
Chamber Choir
Effective: Fall 2025

Catalog Description:

MUS 45 - Chamber Choir
2.00 Units

A performance-based class furthering the effective study, interpretation, and presentation of choral literature. Designed for vocalists with previous classical ensemble experience. Performs multiple times per semester.

Recommended Course Preparation: MUS 6 with a minimum grade of C, MUS 44 with a minimum grade of C, **Enrollment Limitation:** Audition required.

Course Grading: Optional

Lecture Hours	9
Lab Hours	81
Inside of Class Hours	90
Outside of Class Hours	18

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. Demonstrate successful ensemble methods, adhering to director's instructions.
B. Demonstrate further improvement in performance ability in both solo and ensemble settings.
C. Study and perform advanced choral harmonies with excellent musicianship.
D. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
E. Compare, contrast and perform music from a variety of styles and eras including: Renaissance, Baroque, Classical, Romantic, and Contemporary literature, both sacred and secular.

F. Audition for solo opportunities when made available.
G. Display a refined ability to independently carry one's part and sing within an ensemble.
H. Memorize performance material when necessary.
I. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.

Course Content:

Lab:

1. Explanation of choral concepts including: Vocal technique, sight reading, music theory, ear training, techniques of blend and balance, following a conductor, and techniques for part-learning.
    1. Homework to learn parts within the ensemble pieces is expected.
2. Rehearsal and performance of ensemble repertoire.
    1. All hours are spent together with fellow ensemble members in active singing participation and preparation for public presentation.

Lecture:

1. Historical Styles
    1. Renaissance
    2. Baroque
    3. Classic
    4. Romantic
    5. Contemporary
2. Cultural Styles
    1. African
    2. South American
    3. Asian
    4. Western European
    5. North American
    6. Native American
3. Performance Practices
    1. Stage presence
    2. Attire
    3. Interaction between ensemble participants
    4. Movement
    5. Solo performance
    6. Ensemble performance
    7. Follow conductor's directions and gestures
4. Choral Literature Performance
    1. Gospel
    2. Madrigals
    3. Anthems
    4. Chorales
    5. Fugues
    6. Oratorios

7. Masses
8. Folk songs

5. Vocal Technique and Musicianship
    1. Tone quality
    2. Intonation
    3. Blend and ensemble
    4. Balance
    5. Articulation
    6. Nuance
    7. Breath Support
    8. Phrasing
    9. Dynamics
    10. Rhythmic Precision

Methods of Instruction:

1. Demonstration - Ability to sing with skill using blend, expression and other nuances.
2. Demonstration - Public performances with ensembles at concerts, festivals and competitions.
3. Classroom Activity - Rehearsal in ensemble or as individual under the direction of the conductor.

Typical Assignments

A. Laboratory:
    1. Accurately perform the complex rhythm of “Deck the Halls in 7/8” by James McKelvy.
    2. Rehearse “Hiru Eguberri” by Javier Busto with your section.

B. Other:
    1. Memorize the bass part to “Give Me Jesus” by Jester Hairston.
    2. Learn the German pronunciation for the first three songs of Brahms “Marienlieder”.

C. Other:
    1. Students will learn and prepare a set of choral repertoire for public performance.
        1. The repertoire chosen comes from a variety of musical cultures, eras, composers/arrangers, and languages.
        2. The concert repertoire includes works by women and composers/arrangers of color.

Methods of Evaluating Student Progress

A. Class Performance
    1. Performances throughout the semester. 1-3 per semester

B. Field Trips
    1. Singing at choral festivals. 1-2 per semester

C. Home Work
    1. Part-learning assignments.

D. Class Participation
    1. Weekly rehearsals.

E. Auditions with instructor At instructor's discretion

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate appropriate stage appearance and overall ability through multiples performances of music in a variety of cultural styles.
B. Demonstrate improvements in advanced rhythms, intonation, overall musicianship, and ability to carry one's part singing within an ensemble.
C. Demonstrate successful ensemble methods, adhering to director's instructions.

Textbooks (Typical):

Textbook:

1. Brinegar, Donald *Aproarte - A Nested Hierarchy of Expressive Singing*. 1st ed., GoshPa, 2022.
2. Stephen Paulus *Prayers & Remembrances*. 1st ed., Paulus Publications, 2016.
3. Christopher Peterson *Resonance*. 1st ed., Pavane, 2021.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: MUS 46 - Vocal Jazz Ensemble

Course Modification: MUS 46 - Vocal Jazz Ensemble (Launched - Implemented 10-18-2024)
compared with
MUS 46 - Vocal Jazz Ensemble (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Jazz Styles
    1. Standard
    2. Blues
    3. Ballads
    4. Bebop
    5. Swing
    6. Latin
    7. Contemporary
2. Jazz Elements
    1. Improvisation

2. Form
3. Vocal Technique
4. Vocal percussion
5. Rhythm
6. Harmony
7. Melody

3. Performance Practices
    1. Stage presence
    2. Attire
    3. Interaction between participants
    4. Movement
    5. Microphone technique
    6. Sound System
    7. Solo performance
    8. Ensemble performance

4. Jazz Literature performance
    1. Standard
    2. Blues
    3. Ballads
    4. Bebop

5. Swing
6. Latin
7. Contemporary

5. Vocal Jazz History
    1. Roots of Jazz in Music Traditions of African Americans
    2. The Rift of African American Vocal Music between Gospel and Jazz
    3. Vocal Jazz Groups in the Big Band Era
    4. Vocal Jazz Groups in Hollywood
    5. Vocalese Ensembles
    6. Evolution of African American Vocal Groups into RnB and Soul Music
    7. Vocal Jazz in the Multi-Track Recording Age
    8. Vocal Jazz in Latin American Music
    9. Female Vocal Jazz Composers and Arrangers
    10. Modern Vocal Jazz Groups Around the World

Lab Content

1. Explanation of choral concepts including: Vocal technique, sight reading, music theory, ear training, techniques of blend and balance, following a conductor, and techniques for part-learning. Homework to learn parts within the ensemble pieces is expected.
2. Rehearsal and performance of ensemble repertoire. All hours are spent together with fellow ensemble members in active singing participation and preparation for public presentation.

Equity Based Curriculum

- Course Content
  Address
  The repertoire studied comes from a variety of music cultures including but not limited to the US, the Caribbean, Central America, Brazil and other South American regions. Students are being introduced to vocal groups in historical context with a focus on jazz being an American art form with roots in the music traditions of Black Americans. Artists of color as well as women composers and arrangers are featured in the instruction of this course.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of MUS 46, the student will be able to demonstrate~~ Demonstrate advanced overall musicianship and ability to carry one's part singing within an ensemble.
2. **Outcome Text**
   ~~Upon completion of MUS 46, the student will be able to demonstrate~~ Demonstrate advanced understanding of the performance sound system, including safe set-up, take-down, and operation.
3. **Outcome Text**
   ~~Upon completion of MUS 46, the student will be able to demonstrate~~ Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
4. **Outcome Text**
   ~~Upon completion of MUS 46, the student will be able to perform~~ Perform intermediate solo improvisation using appropriate syllables and articulations.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Requisite Course MUS 6 - Basic Music Skills(~~Historical~~ Active)
   Requisite Validation ~~Content Review~~ Advisory
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~interpret notation of both pitch and rhythm;~~
     ~~**Degree of Importance**~~ ~~Required~~

- ~~- identify and notate key signatures;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- identify and construct triads and seventh chords;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- identify and construct simple intervals;~~
  ~~**Degree of Importance** - Required~~
- ~~- interpret expressive markings such as dynamic indications, accents, repeats;~~
  ~~**Degree of Importance** - Required~~
- ~~- recognize and construct scales: major, minor (3 forms), chromatic, whole-tone;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- perform simple exercises in ear training and sight singing.~~
  ~~**Degree of Importance** - Required~~

2. **Requisite Type** Recommended Course Preparation
   Requisite Validation ~~Content Review~~ Advisory
3. **Requisite Type** Enrollment Limitation
   Non Course Requirements
   ~~Required~~ Audition ~~by C-ID~~ required
   Requisite Validation CCN/C-ID Requirement

Catalog View **Recommended Course Preparation:** MUS 6 with a minimum grade of C, MUS 44 with a minimum grade of C, **Enrollment Limitation:** ~~Required~~ Audition ~~by C-ID~~ required .

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  Public ~~Performance~~ performance as a member of ensemble.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved*~~

~~*instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

In discussion and practice with my music colleagues, we felt that (though not ideal) MUS 46 is able to meet course outcomes fully online. It can also meet them partially online even under normal circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.

- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  1-3 discussion boards per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Feedback on all assignments and performances, both in-class and public
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  1 -3 ~~announcement~~ announcements per week
- ~~**Web**~~ **Social** ~~**conferencing**~~ **networking** : ~~*The*~~ *A* ~~*instructor*~~ *social networking tool will* ~~*use*~~ *be* ~~*web conferencing*~~ *used to* ~~*interact*~~ *disseminate* ~~*with*~~ *academic* ~~*students*~~ *information* ~~*in*~~ *and* ~~*real*~~ *allow* ~~*time*~~ *for student comments* .
  Frequency
  ~~At~~ weekly
- ~~least~~ **Telephone:** ~~one~~ *The web telephone conference will per be week used to interact with students individually to answer questions, review student work, etc.*
  Frequency
  as needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  ~~Music performances will take place at least 2 times per semester on campus. Rehearsals will happen 1-4 times per month throughout the semester.~~
- ~~**Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*~~

~~Frequency~~ -
~~1-2 times per month~~ weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- ~~-~~ ~~**Email:**~~ ~~-~~ ~~*Students will be encouraged to email each other to ask questions about the course, including assignments.*~~
  ~~Frequency~~ -
  ~~Weekly~~
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  1-3 discussion boards per semester
- ~~**Group work:**~~ ~~-~~ ~~*Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*~~
  ~~Frequency~~ -
  ~~3 per semester~~
- ~~-~~ **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  ~~1-2~~ as ~~times~~ needed
- ~~per~~ **Social** ~~**month**~~ **networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency
  weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  1-3 Research Assignments
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency

~~In-class~~ Part ~~and~~ testing ~~public~~ possible ~~performances~~ on ~~(at~~ a ~~least~~ weekly ~~2 times per semester) functioning as demonstration of material completed and understood~~ basis

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  At least 4 lectures per month
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  ~~1~~ 5 - ~~3~~ 8 per ~~month~~ semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  ~~At least one~~ 1-3 per semester
- ~~- **Projects:** - *Students will complete projects that demonstrate their mastery of outcomes of the course.*~~
  ~~**Frequency** -~~
  ~~At least one per month~~
- ~~- **Other:** -~~
  ~~**Frequency** -~~
  ~~Weekly practice assignments~~

Textbooks/Materials

Textbook

1. **Author(s)** ~~Mili~~ Brinegar, ~~Bermejo~~ Donald
   Title ~~Jazz~~ Aproarte ~~Vocal~~ - ~~Improvisation:~~ A ~~An~~ Nested ~~Instrumental~~ Hierachy ~~Approach~~ of Expressive Singing
   Edition ~~First~~ 1st
   Publisher ~~Berklee Press~~ GoshPa
   ISBN-13 9798851536281
   Year ~~2017~~ 2022
2. **Author(s)** ~~Bob~~ Mary ~~Stoloff~~ Anne Muglia
   Title ~~Vocal~~ Common ~~Improvisation: An Instru-Vocal Approach for Soloist Groups and Choirs~~ Ground
   Edition ~~First~~
   Publisher ~~Berklee~~ Anchor ~~Press~~ Music
   Year ~~2012~~ 2024
3. **Author(s)** ~~David~~ Rosana ~~Berkman~~ Eckert
   Title ~~The~~ Taking ~~Jazz~~ the ~~Singer's~~ Long ~~Guidebook~~ Way Home
   Edition ~~First~~
   Publisher ~~Sher~~ Kerry Marsh Music ~~Company~~
   Year ~~2010~~ 2024
4. **Author(s)** ~~Meribeth~~ Kerry ~~Dayme, Cynthia Vaughan~~ Marsh
   Title ~~The~~ I ~~Singing~~ Wish ~~Book~~ You Love
   Edition ~~3rd~~
   Publisher ~~W.~~ Kerry ~~W.~~ Marsh ~~Norton & Co.~~ Music
   Year ~~2013~~
5. ~~**Author(s)** - Deke Sharon~~

~~**Title** - A Cappella Warm-Ups: for Pop and Jazz Choirs~~
~~**Edition** - First~~
~~**Publisher** - Hal Leonard~~
~~**ISBN-13** -~~
~~**Year** - 2017~~
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
~~**Or Equivalent** - No~~ Yes 2024

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID MUS 180
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes
Originator ~~Brekke, Ian~~ Preponis, Andreas

Origination Date
~~11~~ 10 /16/ ~~2020~~ 2024

Parent Course
MUS 46 - Vocal Jazz Ensemble
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/21/2020~~
- State Approval
  ~~01/27/2020~~
- CC Approval
  ~~12/02/2019~~

Instructional Services
Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date -
~~08/15/2020~~

10/18/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Music 46
Vocal Jazz Ensemble
Effective: Fall 2025

Catalog Description:

MUS 46 - Vocal Jazz Ensemble
2.00 Units

An advanced performance-based class exploring jazz voice in an ensemble setting. Course emphasizes the study of a variety of jazz and pop/rock styles, overall healthy vocal technique, use of microphones and an active sound system, vocal improvisation, and overall musicianship. Singing and ensemble experience highly recommended, as the class requires strong sense of intonation, rhythm, and vocal blend. Performs multiple times per semester.

Recommended Course Preparation: MUS 6 with a minimum grade of C, MUS 44 with a minimum grade of C, **Enrollment Limitation:** Audition required.

Course Grading: Optional

Lecture Hours	9
Lab Hours	81
Inside of Class Hours	90
Outside of Class Hours	18

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. Demonstrate successful ensemble methods, adhering to director's instructions.
B. Demonstrate further improvement in performance ability in both solo and ensemble settings.
C. Study and perform advanced harmonies with excellent musicianship.
D. Study and perform intermediate solo vocal improvisation using appropriate syllables and articulations.

E. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
F. Compare, contrast and perform music from a variety of jazz and pop/rock styles including: Swing, Latin, Blues, Ballad, Bebop, Fusion, and Contemporary.
G. Display a refined ability to independently carry one's part and sing within an ensemble.
H. Audition for solo opportunities when made available.
I. Perform as a jazz vocalist with a combo or big band.
J. Demonstrate advanced understanding of the performance sound system, including safe set-up, take-down, and operation.
K. Memorize performance material when necessary.
L. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.

Course Content:

Lab:

1. Explanation of choral concepts including: Vocal technique, sight reading, music theory, ear training, techniques of blend and balance, following a conductor, and techniques for part-learning. Homework to learn parts within the ensemble pieces is expected.
2. Rehearsal and performance of ensemble repertoire. All hours are spent together with fellow ensemble members in active singing participation and preparation for public presentation.

Lecture:

1. Jazz Styles
    1. Standard
    2. Blues
    3. Ballads
    4. Bebop
    5. Swing
    6. Latin
    7. Contemporary
2. Jazz Elements
    1. Improvisation
    2. Form
    3. Vocal Technique
    4. Vocal percussion
    5. Rhythm
    6. Harmony
    7. Melody
3. Performance Practices
    1. Stage presence
    2. Attire
    3. Interaction between participants
    4. Movement
    5. Microphone technique

6. Sound System
7. Solo performance
8. Ensemble performance

4. Jazz Literature performance
    1. Standard
    2. Blues
    3. Ballads
    4. Bebop
    5. Swing
    6. Latin
    7. Contemporary
5. Vocal Jazz History
    1. Roots of Jazz in Music Traditions of African Americans
    2. The Rift of African American Vocal Music between Gospel and Jazz
    3. Vocal Jazz Groups in the Big Band Era
    4. Vocal Jazz Groups in Hollywood
    5. Vocalese Ensembles
    6. Evolution of African American Vocal Groups into RnB and Soul Music
    7. Vocal Jazz in the Multi-Track Recording Age
    8. Vocal Jazz in Latin American Music
    9. Female Vocal Jazz Composers and Arrangers
    10. Modern Vocal Jazz Groups Around the World

Methods of Instruction:

1. Demonstration - Ability to sing with skill using blend, expression and other nuances.
2. Demonstration - Public performances in concerts, festivals and competitions.
3. Classroom Activity - Rehearse with ensemble and individually with instructor.

Typical Assignments

A. Other:
    1. Develop and improvise a sixteen bar Latin phrase. Use the chord changes given, and improvise your own melodic content.
    2. Memorize the tenor solo in “Me and Julio Down by the Schoolyard” by Paul Simon, arranged by Darmon Meader.
    3. Choose a standard jazz solo and create a non-traditional arrangement with help from the rhythm section.

Methods of Evaluating Student Progress

A. Class Participation
    1. Participation in set-up, take-down, and safe operation of the sound system.
B. Home Work
    1. Part-learning outside of class time.
C. Lab Activities

1. Performances at festivals off-campus. Additional sectional rehearsal time may be required.

D. Final Performance
    1. Final public performance as an ensemble and/or soloist.
E. Exams/Tests
    1. Public performance as a member of ensemble.
F. Quizzes
    1. Performance of an assigned part as a solo.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate advanced overall musicianship and ability to carry one's part singing within an ensemble.
B. Demonstrate advanced understanding of the performance sound system, including safe set-up, take-down, and operation.
C. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
D. Perform intermediate solo improvisation using appropriate syllables and articulations.

Textbooks (Typical):

Textbook:

1. Brinegar, Donald *Aproarte - A Nested Hierachy of Expressive Singing*. 1st ed., GoshPa, 2022.
2. Mary Anne Muglia *Common Ground.*, Anchor Music, 2024.
3. Rosana Eckert *Taking the Long Way Home.*, Kerry Marsh Music, 2024.
4. Kerry Marsh *I Wish You Love.*, Kerry Marsh Music, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Students may provide their own solo literature..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: NBUS 200 - Communication in the Workplace

Course Modification: NBUS 200 - Communication in the Workplace (Launched - Implemented 11-01-2024)
compared with
NBUS 200 - Communication in the Workplace (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2020~~ 2025
Catalog Description
This course introduces the key elements for communication in the professional
workplace, and is beneficial for students seeking to improve their interpersonal communication skills.
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** Innovation, Entrepreneurship, and Small Business Management - Certificate of Completion (Launched) - Fall 2025
2. **Program** Customer Service - Certificate of Completion (Launched) - Fall 2025

Units/Hours

Instructional Categories (check all that apply)
Lecture ~~No~~ Yes
Lab ~~Yes~~ No

Course Content

Lecture Content

1. Distinguish among the various barriers to communication (BTC) that interfere with communication and develop skills to address and overcome these barriers through the effective application of verbal and nonverbal communication.
2. Apply effective listening skills in a variety of situations to promote healthy, positive communication, identify the difference between “hearing” and “listening”
3. Describe and practice various active listening techniques
4. Explain how the Successful Communication Strategies (SCSs) can be used in the workplace
5. Develop an interview plan with optimal questions and scenarios for a successful interview, focus on interview skills you can prepare in advance and skills that you need on-the-spot
6. Identify and describe non-verbal communication and how it can be interpreted, and practice using non-verbal communication to change the meaning of spoken words
7. Explain how you can ensure your business writing is professional and that your message will be interpreted as intended

Equity Based Curriculum

- Methods of Instruction
  Address
  Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.
- Typical Texts
  Address
  no textbook, OER, or low cost textbooks to reduce barriers to completing the course.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading Assignments~~

      1. Selected handouts from the instructor that cover barriers to communication skills and suggested methods to overcome these barriers.

      2. Current articles in newspapers and magazines showing how to apply effective listening skills in a variety of situations to promote healthy, positive communication.
   2. ~~Projects,~~

2. **Assignment** ~~**Activities,**~~ **Type** ~~and~~ Project
   Add ~~**other**~~ **Assignment** ~~Assignments~~

   1. Analyze case studies and role-play situations that highlight communication scenarios within the workplace.

1.
3. **Assignment Type** Writing
   Add ~~**Assignments**~~ **Assignment**

   1. Keep a journal with reflections on how effective listening techniques learned in class were applied to various workplace and home environments.

   2. Compile Action Plan for reinforcing positive attitudes and positive communication in the workplace.

   3. Worksheets to support new vocabulary, communication methods, and barriers that interfere with effective communication.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of NBUS 200, the student should be able to distinguish~~ Distinguish among the various barriers that interfere with communication and develop skills to address and overcome these barriers through the effective application of verbal and nonverbal communication.
2. **Outcome Text**
   ~~Upon completion of NBUS 200, the student should be able to apply~~ Apply effective listening skills in a variety of situations to promote healthy, positive communication.
3. **Outcome Text**
   ~~Upon completion of NBUS 200, the student should be able to develop~~ Develop an interview plan with optimal questions and scenarios for a successful interview.
4. **Outcome Text**
   ~~Upon completion of NBUS 200, the student should be able to identify~~ Identify and describe non-verbal communication and how it can be interpreted.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities. Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No
OER Textbooks ~~No~~ Yes
~~Textbook~~ OER

1. Author(s) ~~A~~ Kristen ~~Heller~~ Lucas
   Title ~~Effective~~ Business Communication: Five Core Competencies
   Edition
   Publisher Open Textbook Library
   URL https://open.umn.edu/opentextbooks/textbooks/business-communication-five-core-competencies
   Year 2023
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. Author(s) J. Stewart Black
   Title Organizational Behavoir
   Edition
   Publisher OpenStax textbooks
   URL https://openstax.org/details/books/organizational-behavior
   Year 2019
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. Author(s) Paynton and Hahn
   Title Introduction to Communication
   Edition 1
   Publisher ~~DK~~ Libre Texts
   ~~ISBN-13~~ URL
   https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn)
   Year ~~2017~~ 2022
   Rationale for textbook older than ~~5~~ 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

General Education/Transfer Request

This course has a GE component No

Codes and Dates

Course Codes

Origination Date
10/ ~~05~~ 02 / ~~2020~~ 2024

Proposal Type
~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course
NBUS 200 - Communication in the Workplace
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/18/2019~~
- State Approval
  ~~06/17/2019~~
- CC Approval
  ~~05/06/2019~~

Instructional Services
Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date -

~~01/01/2019~~

11/01/2024

LAS POSITAS COLLEGE

Course Outline for Noncredit Business 200
Communication in the Workplace

Effective: Fall 2025

Catalog Description:

NBUS 200 - Communication in the Workplace
9 Hours

This course introduces the key elements for communication in the professional workplace, and is beneficial for students seeking to improve their interpersonal communication skills.

Course Grading: Pass/No Pass

Total Noncredit Hours 9

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

A. Distinguish among the various barriers that interfere with communication and develop skills to address and overcome these barriers through the effective application of verbal and nonverbal communication.
B. Apply effective listening skills in a variety of situations to promote healthy, positive communication
C. Develop an interview plan with optimal questions and scenarios for a successful interview.
D. Identify and describe non-verbal communication and how it can be interpreted.

Course Content:

1. Distinguish among the various barriers to communication (BTC) that interfere with communication and develop skills to address and overcome these barriers through the effective application of verbal and nonverbal communication.
2. Apply effective listening skills in a variety of situations to promote healthy, positive communication, identify the difference between “hearing” and “listening”
3. Describe and practice various active listening techniques
4. Explain how the Successful Communication Strategies (SCSs) can be used in the workplace

5. Develop an interview plan with optimal questions and scenarios for a successful interview, focus on interview skills you can prepare in advance and skills that you need on-the-spot
6. Identify and describe non-verbal communication and how it can be interpreted, and practice using non-verbal communication to change the meaning of spoken words
7. Explain how you can ensure your business writing is professional and that your message will be interpreted as intended

Methods of Instruction:

1. Written Exercises - Evaluation of oral and/or written case analysis for effectiveness in demonstrating knowledge and appropriate application of the various methods of communication.
2. Projects - Review of worksheets for completion and correct application of skills learned.
3. Classroom Activity - Quizzes and tests covering vocabulary, communication methods, listening skills, and barriers to effective communication.
4. Journal entries and oral and/or written action plan evaluated for accuracy in distinguishing between the various obstacles that get in the way of effective communication.

Typical Assignments

A. Reading:
    1. Selected handouts from the instructor that cover barriers to communication skills and suggested methods to overcome these barriers.
    2. Current articles in newspapers and magazines showing how to apply effective listening skills in a variety of situations to promote healthy, positive communication.

B. Project:
    1. Analyze case studies and role-play situations that highlight communication scenarios within the workplace.

C. Writing:
    1. Keep a journal with reflections on how effective listening techniques learned in class were applied to various workplace and home environments.
    2. Compile Action Plan for reinforcing positive attitudes and positive communication in the workplace.
    3. Worksheets to support new vocabulary, communication methods, and barriers that interfere with effective communication.

Methods of Evaluating Student Progress

A. Oral Presentation
    1. 1 per semester
B. Class Participation
    1. Daily
C. Class Work
    1. Daily
D. Role-playing -1 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Distinguish among the various barriers that interfere with communication and develop skills to address and overcome these barriers through the effective application of verbal and nonverbal communication.
B. Apply effective listening skills in a variety of situations to promote healthy, positive communication.
C. Develop an interview plan with optimal questions and scenarios for a successful interview.
D. Identify and describe non-verbal communication and how it can be interpreted.

Textbooks (Typical):

OER:

1. Kristen Lucas *Business Communication: Five Core Competencies.*, Open Textbook Library, 2023. https://open.umn.edu/opentextbooks/textbooks/business-communication-five-core-competencies.
2. J. Stewart Black *Organizational Behavoir.*, OpenStax textbooks, 2019. https://openstax.org/details/books/organizational-behavior.
3. Paynton and Hahn *Introduction to Communication.* 1 /e, Libre Texts, 2022. https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn).

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: NMAT 200C - Concurrent Support for SLAM Mathematics

Course Modification: NMAT 200C - Concurrent Support for SLAM Mathematics (Launched - Implemented 11-05-2024)
compared with
NMAT 200C - Concurrent Support for SLAM Mathematics (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** College Mathematics Support - Certificate of Competency (Active) - Fall 2021

Units/Hours

TOTALS
Calculations

Total Noncredit Hours	54

Equity Based Curriculum

- Course Content
  Address
  Each of the math topics includes a look at applications to the real world. It is an important component of this course that students understand how the material matters to them in their daily life, career and industry, as well as how it will be used in their future studies. We will have opportunities to celebrate the diversity of mathematicians and scientists, in ethnicity, gender identification, and age in this course.
- Methods of Instruction
  Address
  We deliver the material in a variety of ways in order to accommodate a range of different learning styles. This course can be offered in-person or online. Students will learn the material through study groups, interactive assignments, and individually.

- Assignments
  Address
  Assignments will include students learning about themselves as math students and learners to support students holistically. Exploration of Careers and Academic Pathways is also included. Math support assignments will include real-world problems so students can see how the material relates to their personal lives and links to career and industry.
- Typical Texts
  Address
  Free, open-source course materials are used in this course.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   1. ~~In~~ Attend ~~Class~~ three Smart Shops based on their independent learning needs

   2. Homework - students will be encouraged to continue work outside of class each day towards the following:

      1. Mastery of key mathematical concepts

      2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

2. **Assignment Type** Laboratory
   Add Assignment

   1. Workshops: Review of relevant basic and secondary education prerequisiste algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

      1. Students will regularly participate in workshops

      2. Students will then complete worksheets on the material to test for understanding.

   2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.

3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.

4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.

5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

1. ~~Attend three Smart Shops based on their independent learning needs~~

2. ~~Homework - students will be encouraged to continue work outside of class each day towards the following:~~

1. ~~Mastery of key mathematical concepts~~

2. ~~Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of NMAT 200C, a student should be able to develop~~ Develop study skills and life skills that will improve the likelihood of succeeding in their
   _ academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and
   _ conquering math anxiety strategies, etc.
2. **Outcome Text**
   ~~Upon completion of NMAT 200C, a student should be able to identify~~ Identify challenging mathematics topics and be able to communicate in writing the correct
   _ strategies and processes for solving relevant mathematics problems.
3. **Outcome Text**
   ~~Upon completion of NMAT 200C, a student should be able to read~~ Read mathematical writing with understanding and use this skill as preparation to solve
   _ relevant mathematics problems.
4. **Outcome Text**
   ~~Upon completion of NMAT 200C, a student should be able to utilize~~ Utilize online and other technological resources effectively to enhance their understanding of
   _ a mathematics topic.

Requisites/Requisite Validation

Requisites

1. **Group Title**

    1. **Requisite Type** Corequisite
    Subject ~~MATH~~ STAT (~~Mathematics~~ Statistics)
    Requisite Course ~~MATH~~ STAT ~~40~~ C1000 - Introduction to Statistics ~~and Probability~~ (~~Historical~~ Launched)
    Comments ~~This is a one-way corequisite for Math 40. Everyone taking this NMAT 200C concurrent support course must be taking a Math 40, 47 or 33 class concurrently. However, not everyone taking Math 40 would have to take this NMAT 200C concurrent support course.~~
    Requisite Validation Lecture-Lab Pairing
    2. **Requisite Type** Corequisite
    Requisite Course MATH 47 - Mathematics for Liberal Arts(~~Historical~~ Active)
    Comments ~~This is a one-way corequisite for Math 47. Everyone taking this NMAT 200C concurrent support course must be taking a Math 40, 47 or 33 class concurrently. However, not everyone taking Math 47 would have to take this NMAT 200C concurrent support course.~~
    Requisite Validation Lecture-Lab Pairing
    3. **Requisite Type** Corequisite
    Requisite Course MATH 33 - Finite Mathematics(~~Historical~~ Draft)
    Comments ~~This is a one-way corequisite for Math 33. Everyone taking this NMAT 200C concurrent support course must be taking a Math 40, 47 or 33 class concurrently. However, not everyone taking Math 33 would have to take this NMAT 200C concurrent support course.~~
    Requisite Validation Lecture-Lab Pairing

Catalog View **Corequisite:** STAT C1000, or MATH 47, or MATH 33.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction*

supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

~~Explain how the decision was made to offer~~ Offering this course via online instruction will increase access to this learning support, allow working students the flexibility they need to participate in ~~a~~ this ~~Distance~~ concurrent ~~Education~~ support ~~mode~~ while continuing to work .

This concurrent support course is designed to offer students personalized instruction to help them be successful in their concurrently enrolled math class. Students will be given a rigorous assessments that will ensure that their experience is focused and personalized. Online software and instructor supports will be available to students to support their math learning goals from anywhere. ~~Offering~~

Explain how the decision was made to offer this course ~~via web-hybrid (and possible future online only due to OEI interest) instruction will increase access to this learning support, allow working students the flexibility they need to participate~~ in ~~this~~ a ~~concurrent~~ Distance ~~support~~ Education ~~while~~ mode. ~~continuing to work.~~

The decision was made to offer this course as ~~Web~~ both face - ~~Hybrid~~ to-face ~~(or future DE~~ and online ~~only if part of the OEI)~~ by experienced math faculty, used to teaching Hybrid and Online courses. - In addition, from anecdotal observation from similar classes, such as Math Jam, students would cumulatively miss hours of the course due to work schedules but were able to successfully make up the time and material missed in class using the online material from home.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those

expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity .

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

If there are any topics you did not choose, use the text box below to explain why. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

  Frequency

  ~~Email~~ Weekly email will be an essential means of communication between student and instructor in a hybrid course. The instructor will use it to make announcements, answer individual questions, form groups, send reminders for tests, etc.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

  Frequency

  ~~The~~ Bi-monthly ~~Class~~ class discussion Board will be utilized for introductions, recommending websites, and other student-instructor interactions. One of the more common uses of the Discussion Board will be instructor posted responses to students' questions on group work, homework, etc. For

example, a math question such as "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  ~~Students~~ Within a week, instructors will ~~use~~ provide ~~this~~ regular substantive and academic feedback to ~~introduce~~ students ~~themselves~~ on ~~to each other,~~ assignments and ~~ask/answer any student-to-student questions~~ assessments . ~~A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" Other parts of the Discussion board~~ _ Rubrics will be used for ~~group~~ grading ~~projects,~~ all ~~and~~ assignments. ~~any important instructor posted responses to questions.~~
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Any important~~ Weekly announcements will be posted on the announcements page in Canvas. Any important announcements will also be emailed to the entire class.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  Daily chat will be utilized. An appropriate ~~webconferencing~~ web-conferencing tool , such as Conferzoom , will be utilized to help give individual assistance to students. The instructor and tutors will hold virtual help sessions and use it to go through problems in a step by step fashion.
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Communicating about mathematics is a core component of this course. Students will be asked to explain their reasoning (via Discussion Board) and critique the reasoning of others (in a manner directed by the instructor).~~

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- ~~**Email:**~~ ~~*Students will be encouraged to email each other to ask questions about the course, including assignments.*~~
  ~~**Frequency**~~
  ~~Student-to-student email will mostly be used by groups needing to communicate about collaborative assignments. Students may communicate about homework, exam study groups, etc. at their own comfort level~~
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Students~~ Daily, students will use this to set up and work with study groups and ask/answer any student-to-student questions. Students will also complete group assignments and post them in the

Discussion Board. They will be responsible for answering questions on their assignments in the Discussion Board and responding to other student's posts. For example, an instructor assignment may be to post three sample questions from the chapter as part of a review and then post three responses to other student posted questions. Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Students~~ Daily students will work in groups both in-class and online (via Discussion Board and email). Group work may include projects, presentations, and reading assignments. Study groups for exams will be encouraged.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  ~~An~~ Daily appropriate webconferencing tool , such as Conferzoom , will be utilized to help give individual assistance to students. The Chatroom and virtual classroom may be used by students to ask/answer questions, critique group assignments (as directed by the instructor), and get help from one another.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  ~~Students~~ Monthly students will use this to introduce themselves to each other, and ask/answer any student-to-student questions. A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" or "Your friend is struggling with answering the following math problem… Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback. Other parts of the Discussion board will be used for group projects, and any important instructor posted responses to questions.
- ~~**Written papers:** *Papers will be written on various topics.*~~
  ~~**Frequency**~~
  ~~Many instructors use written assignments in their face-to-face courses to help students better understand their learning styles and the content. Written assignments may also be used to have students respond in a reflective to a video or reading assignment. In the proposed hybrid course, the same assignments could be given. These papers will be collected, graded and feedback provided and returned to the student in a timely manner.~~
- ~~**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*~~

~~**Frequency**~~ -
~~Short on-line quizzes may be used to test students understanding of core concepts/processes/skills assigned by way of reading or homework sets. For example, students may be assigned a reading or video and then asked a few questions about what they have read/seen.~~

- ~~**Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*~~
  ~~**Frequency**~~ -
  ~~Prior to each in-class exam, there will be a practice exam study guide available to help the students prepare for the test. the solutions key to each practice exam will be posted so that students can check their work. Students may be required to turn in their completed practice exams on the day of the in-class exam.~~
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Daily video mini-lectures targeting core concepts or skills may be assigned or recommended for viewing prior to class, to prepare students for the new content to be learned or explored in class.
- ~~**Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*~~
  ~~**Frequency**~~ -
  ~~Interactive eManipulatives will be used to illustrate core concepts such as domain and range. These will be highly recommended, but need not be required.~~

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No
OER Textbooks Yes
OER

1. **Author(s)** _ Larry Green
   Title _ Support Course for Elementary Statistics
   Edition _ Current
   Publisher _ LibreTexts
   URL
   _ https://stats.libretexts.org/Bookshelves/Introductory_Statistics/Support_Course_for_Elementary_Statistics
   Year _ 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ Yes
2. **Author(s)** _ Lake Tahoe Community College
   Title _ MATH-201: Elements of Statistics and Probability
   Edition _ Current
   Publisher _ LibreTexts
   URL _ https://stats.libretexts.org/Courses/Lake_Tahoe_Community_College/MATH-201%3A_Elements_of_Statistics_and_Probability
   Year _ 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ Yes
3. **Author(s)** _ Dave Dillon
   Title _ Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies
   Edition _ Current

Publisher LibreTexts

URL

https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon)

Year 2024

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

Codes and Dates

Course Codes

Origination Date

~~09~~ 11 / ~~13~~ 04 / ~~2018~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NMAT 200C - Concurrent Support for SLAM Mathematics

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~
- State Approval

  ~~03/01/2019~~
- CC Approval

  ~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

11/05/2024

LAS POSITAS COLLEGE

Course Outline for Noncredit Mathematics 200C
Concurrent Support for SLAM Mathematics

Effective: Fall 2025

Catalog Description:

NMAT 200C - Concurrent Support for SLAM Mathematics
54 Hours

Concurrent Support for SLAM Math is for students interested in disciplines that require Statistics and Liberal Arts Mathematics (SLAM) courses. This course offers structured support to students who are concurrently enrolled in a first-level transfer course, such as Statistics and Mathematics for Liberal Arts, and Finite Mathematics. The support course includes material to prepare students for the rigor of the transfer math course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

Corequisite: STAT C1000, or MATH 47, or MATH 33.

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

Mathematics

Course Objectives:

Upon completion of this course, the student should be able to:

A. Develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
B. Use a problem solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the problem.
C. Apply relevant prerequisite math concepts at a higher level.
D. Organize and justify their mathematical thinking on relevant math problems.
E. Use effective strategies to monitor their own understanding of math concepts.
F. Use learning strategies to identify and communicate in their own words key mathematical concepts.

Course Content:

1. Learn appropriate skills necessary to become more productive, successful and independent learners.
    1. Students will engage in metacognitive activities around new math concepts.
    2. Students will participate in Growth Mindset, Brain Research and learning skills activities.
    3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
    4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety.
2. Successfully solve context problems by learning how to:
    1. Read context problems with understanding
    2. Identify relevant information.
    3. Define variables.
    4. Execute relevant procedures.
    5. Interpret results in the context of the problem.
3. Review Algebraic and Geometric concepts and practice completing many math problems.
4. Read mathematical text for understanding.
    1. Make a skeleton outline of material covered in the class and textbook.
    2. Highlight important facts in the material or textbook.
5. Learn and apply effective strategies to monitor understanding.
    1. Create summary sheets and/or practice exams before assessments.
    2. Correct any assessments and practice explaining the concepts to someone else.
6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems.
7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives.
    1. Students will learn how to communicate their thinking on math problems.
    2. Students will learn how to synthesize big ideas in the material.

Methods of Instruction:

1. Discussion - Instructor should allow time during workshops to discuss what main algebraic and geometric concepts were covered in their math course, what the big ideas are, citing their classroom notes and mathematical textbook for evidence.
2. Demonstration - Instructor should model examples of what a mathematician should do when approaching the math content. Students should then practice applying those strategies to additional problems.
3. Directed Study - Class will spend time in directed math content activities, with students practicing applying concepts individually, in workshops, or in small groups.
4. Lecture - Lecture will only be in small, relevant amounts, with specific skills-building goal in mind and time left for students to practice applying the demonstrated skill described.
5. Individualized Instruction - Instructor will provide individualized instruction as often as possible.
6. Audio-visual Activity - Personalized learning supports and practice on prerequisite material.

Typical Assignments

A. Other:
    1. Attend three Smart Shops based on their independent learning needs
    2. Homework - students will be encouraged to continue work outside of class each day towards the following:
        1. Mastery of key mathematical concepts
        2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

B. Laboratory:
    1. Workshops: Review of relevant basic and secondary education prerequisiste algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.
        1. Students will regularly participate in workshops
        2. Students will then complete worksheets on the material to test for understanding.
    2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.
    3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.
    4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
    5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

Methods of Evaluating Student Progress

A. Home Work
    1. Students will monitor their progress under the supervision of instructors and/or tutors by completing daily homework

B. Class Participation
    1. Attendance will be recorded hourly

C. Class Work
    1. Regular assignments and workshops on learning skills and mastery of relevant mathematical concepts

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Develop study skills and life skills that will improve the likelihood of succeeding in their academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
B. Identify challenging mathematics topics and be able to communicate in writing the correct strategies and processes for solving relevant mathematics problems.
C. Read mathematical writing with understanding and use this skill as preparation to solve relevant mathematics problems.

D. Utilize online and other technological resources effectively to enhance their understanding of a mathematics topic.

Textbooks (Typical):

OER:

1. Larry Green *Support Course for Elementary Statistics*. Current /e, LibreTexts, 2024. https://stats.libretexts.org/Bookshelves/Introductory_Statistics/Support_Course_for_Elementary_Statistics.
2. Lake Tahoe Community College *MATH-201: Elements of Statistics and Probability*. Current /e, LibreTexts, 2024. https://stats.libretexts.org/Courses/Lake_Tahoe_Community_College/MATH-201%3A_Elements_of_Statistics_and_Probability.
3. Dave Dillon *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies*. Current /e, LibreTexts, 2024. https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon).

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: NMAT 201C - Concurrent Support for BSTEM Mathematics

Course Modification: NMAT 201C - Concurrent Support for BSTEM Mathematics (Launched - Implemented 11-05-2024)
compared with
NMAT 201C - Concurrent Support for BSTEM Mathematics (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Catalog Description
Concurrent Support for BSTEM Math is for students interested in Business, Science, Technology, Engineering and Mathematical fields. This course offers structured support to students who are concurrently enrolled in a ~~first~~ STEM - ~~level~~ sequence ~~transfer~~ math course, such as Calculus I, Precalculus, College Algebra, Trigonometry, and Business Calculus. The support course includes material to prepare students for the rigor of the transfer math course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** College Mathematics Support - Certificate of Competency (Active) - Fall 2021

Units/Hours

Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
Lab ~~No~~ Yes

Course Content

Lecture Content
Lab Content

1. Learn appropriate skills necessary to become more productive, successful and independent learners.

    1. Students will engage in metacognitive activities around new math concepts.
    2. Students will participate in Growth Mindset, Brain Research and learning skills activities.

3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.

4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety.

2. Successfully solve context problems by learning how to:

    1. Read context problems with understanding

    2. Identify relevant information.

    3. Define variables.

    4. Execute relevant procedures.

    5. Interpret results in the context of the problem.

3. Review Algebraic and Geometric concepts and practice completing many math problems.

4. Read mathematical text for understanding.

    1. Make a skeleton outline of material covered in the class and textbook.

    2. Highlight important facts in the material or textbook.

5. Learn and apply effective strategies to monitor understanding.

    1. Create summary sheets and/or practice exams before assessments.

    2. Correct any assessments and practice explaining the concepts to someone else.

6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems.

7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives.

1. Students will learn how to communicate their thinking on math problems.

2. Students will learn how to synthesize big ideas in the material.

~~Lab Content~~ -

Equity Based Curriculum

- Course Content
  Address
  Each of the math topics includes a look at applications to the real world. It is an important component of this course that students understand how the material matters to them in their daily life, career and industry, as well as how it will be used in their future studies. We will have opportunities to celebrate the diversity of mathematicians and scientists, in ethnicity, gender identification, and age in this course.
- Methods of Instruction
  Address
  We deliver the material in a variety of ways in order to accommodate a range of different learning styles. This course can be offered in-person or online. Students will learn the material through study groups, interactive assignments, and individually.
- Assignments
  Address
  Assignments will include students learning about themselves as math students and learners to support students holistically. Exploration of Careers and Academic Pathways is also included. Math support assignments will include real-world problems so students can see how the material relates to their personal lives and links to career and industry.
- Typical Texts
  Address
  Free, open-source course materials are used in this course.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   1. ~~In~~ Attend ~~Class~~ three Smart Shops based on their independent learning needs

   2. Homework - students will be encouraged to continue work outside of class each day towards the following:

1. Mastery of key mathematical concepts

2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

2. **Assignment Type** Laboratory
Add Assignment

1. Workshops: Review of relevant basic and secondary education prerequisiste algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

    1. Students will regularly participate in workshops

    2. Students will then complete worksheets on the material to test for understanding.

2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.

3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.

4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.

5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

1. ~~Attend three Smart Shops based on their independent learning needs~~

2. ~~Homework - students will be encouraged to continue work outside of class each day towards the following:~~

    1. ~~Mastery of key mathematical concepts~~

    2. ~~Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of NMAT 201C, a student should be able to develop~~ Develop study skills and life skills that will improve the likelihood of succeeding in their
   _ academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and
   _ conquering math anxiety strategies, etc.
2. **Outcome Text**
   ~~Upon completion of NMAT 201C, a student should be able to identify~~ Identify challenging mathematics topics and be able to communicate in writing the correct
   _ strategies and processes for solving relevant mathematics problems.
3. **Outcome Text**
   ~~Upon completion of NMAT 201C, a student should be able to read~~ Read mathematical writing with understanding and use this skill as preparation to solve
   _ relevant mathematics problems.
4. **Outcome Text**
   ~~Upon completion of NMAT 201C, a student should be able to utilize~~ Utilize online and other technological resources effectively to enhance their understanding of
   _ a mathematics topic.

Requisites/Requisite Validation

Requisites

1. **Group Title**
   1. **Requisite Type** Corequisite
      Requisite Course MATH ~~30~~ 21 - ~~College Algebra for STEM~~ Precalculus (~~Historical~~ Launched)
      Comments ~~This is a one-way corequisite for Math 30. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30, math 39 or Math 34 class concurrently. However, not everyone taking Math 30 would have to take this NMAT 201C concurrent support course.~~
      Requisite Validation Lecture-Lab Pairing
   2. **Requisite Type** Corequisite
      Requisite Course MATH ~~39~~ 22 - Precalculus & Trigonometry(~~Historical~~ Launched)
      Comments ~~This is a one-way corequisite for Math 39. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30, math 39 or Math 34 class concurrently. However, not everyone taking Math 39 would have to take this NMAT 201C concurrent support course.~~
      Requisite Validation Lecture-Lab Pairing
   3. **Requisite Type** Corequisite
      Requisite Course MATH ~~34~~ 30 - ~~Calculus~~ College Algebra for ~~Business and Social Sciences~~ STEM (~~Historical~~ Active)

Comments ~~This is a one-way corequisite for Math 34. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30, math 39 or Math 34 class concurrently. However, not everyone taking Math 34 would have to take this NMAT 201C concurrent support course.~~

Requisite Validation Lecture-Lab Pairing

4. **Requisite Type** _ Corequisite
   Subject _ MATH (Mathematics)
   Requisite Course _ MATH 39 - Trigonometry(Active)
   Non Course Requirements _
   Min Grade _
   Comments _
   Requisite Validation _ Lecture-Lab Pairing
5. **Requisite Type** _ Corequisite
   Subject _ MATH (Mathematics)
   Requisite Course _ MATH 34 - Business Calculus(Active)
   Non Course Requirements _
   Min Grade _
   Comments _
   Requisite Validation _ Lecture-Lab Pairing

Catalog View Corequisite: MATH ~~30 This is a one-way corequisite for Math 30. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30~~ 21 , ~~math 39~~ or ~~Math~~ MATH ~~34 class concurrently. However~~ 22 , ~~not~~ or ~~everyone taking Math~~ MATH 30 ~~would have to take this NMAT 201C concurrent support course.~~ , or MATH 39 ~~This is a one-way corequisite for Math 39. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30, math 39 or Math 34 class concurrently. However, not everyone taking Math 39 would have to take this NMAT 201C concurrent support course.~~ , or MATH 34 ~~This is a one-way corequisite for Math 34. Everyone taking this NMAT 201C concurrent support course must be taking a Math 30, math 39 or Math 34 class concurrently. However, not everyone taking Math 34 would have to take this NMAT 201C concurrent support course~~ .

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- _ **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved*

instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.

- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

~~Explain how the decision was made to offer~~ Offering this course via online instruction will increase access to this learning support, allow working students the flexibility they need to participate in ~~a~~ this ~~Distance~~ concurrent ~~Education~~ support ~~mode~~ while continuing to work .

This concurrent support course is designed to offer students personalized instruction to help them be successful in their concurrently enrolled math class. Students will be given a rigorous assessments that will ensure that their experience is focused and personalized. Online software and instructor supports will be available to students to support their math learning goals from anywhere. ~~Offering~~

Explain how the decision was made to offer this course ~~via web-hybrid (and possible future online only due to OEI interest) instruction will increase access to this learning support, allow working students the flexibility they need to participate~~ in ~~this~~ a ~~concurrent~~ Distance ~~support~~ Education ~~while~~ mode. ~~continuing to work.~~

The decision was made to offer this course as ~~Web~~ both face - ~~Hybrid~~ to-face ~~(or future DE~~ and online ~~only if part of the OEI)~~ by experienced math faculty, used to teaching Hybrid and Online courses. - In addition, from anecdotal observation from similar classes, such as Math Jam, students would cumulatively miss hours of the course due to work schedules but were able to successfully make up the time and material missed in class using the online material from home.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

  Frequency

  ~~Email~~ Weekly email will be an essential means of communication between student and instructor in a hybrid course. The instructor will use it to make announcements, answer individual questions, form groups, send reminders for tests, etc .
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency

Bi-monthly class discussion Board will be utilized for introductions, recommending websites, and other student-instructor interactions. One of the more common uses of the Discussion Board will be instructor posted responses to students' questions on group work, homework, etc. For example, a math question such as "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback .

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

  Frequency

  ~~Students~~ Within a week, instructors will ~~use~~ provide ~~this~~ regular substantive and academic feedback to ~~introduce~~ students ~~themselves~~ on ~~to each other,~~ assignments and ~~ask/answer any student-to-student questions~~ assessments . ~~A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" Other parts of the Discussion board~~ Rubrics will be used for ~~group~~ grading ~~projects,~~ all ~~and~~ assignments. ~~any important instructor posted responses to questions.~~
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

  Frequency

  ~~Any important~~ Weekly announcements will be posted on the announcements page in Canvas. Any important announcements will also be emailed to the entire class.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

  Frequency

  Daily chat will be utilized. An appropriate ~~webconferencing~~ web-conferencing tool , such as Conferzoom , will be utilized to help give individual assistance to students. The instructor and tutors will hold virtual help sessions and use it to go through problems in a step by step fashion.
- ~~**Other:**~~

  ~~**Frequency**~~

  ~~Communicating about mathematics is a core component of this course. Students will be asked to explain their reasoning (via Discussion Board) and critique the reasoning of others (in a manner directed by the instructor).~~

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- ~~**Email**~~ **Class discussion board :** *Students will ~~be encouraged~~ post to ~~email~~ the discussion board, answering questions posed by the instructor. They will also reply to each other 's ~~to ask questions about the course, including assignments~~ postings .*

  Frequency

  ~~Student~~ Daily, students will use this to set up and work with study groups and ask/answer any student-to-student ~~email will mostly be used by groups needing to communicate about collaborative assignments~~ questions . Students ~~may~~ will ~~communicate~~ also ~~about~~ complete ~~homework,~~ group

~~exam~~ assignments ~~study~~ and ~~groups,~~ post ~~etc~~ them in the Discussion Board . ~~at~~ They will be responsible for answering questions on their ~~own~~ assignments ~~comfort~~ in ~~level~~ the Discussion Board and responding to other student's posts. For example, an instructor assignment may be to post three sample questions from the chapter as part of a review and then post three responses to other student posted questions. Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

  Frequency

  ~~Students~~ Daily students will work in groups both in-class and online (via Discussion Board and email). Group work may include projects, presentations, and reading assignments. Study groups for exams will be encouraged.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

  Frequency

  ~~An~~ Daily appropriate webconferencing tool , such as Conferzoom , will be utilized to help give individual assistance to students. The Chatroom and virtual classroom may be used by students to ask/answer questions, critique group assignments (as directed by the instructor), and get help from one another.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **~~Quizzes,~~ Class ~~tests/exams~~ discussion board :** ~~*Quizzes*~~ *Students will* ~~*be used*~~ *post to* ~~*make*~~ *the* ~~*sure*~~ *discussion* ~~*students*~~ *board,* ~~*completed*~~ *answering* ~~*assigned*~~ *questions* ~~*material*~~ *on* ~~*and*~~ *course* ~~*understood*~~ *content* ~~*it*~~ *posed by the instructor* .

  Frequency

  ~~Short~~ Monthly students will use this to introduce themselves to each other, and ask/answer any student-to-student questions. A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on ~~-line~~ ~~quizzes~~ a ~~may~~ math problem?" or "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback. Other parts of the Discussion board will be used ~~to~~ for ~~test~~ group ~~students understanding of core concepts/processes/skills assigned by way of reading or homework sets. For example~~ projects , ~~students may be assigned a reading or video~~ and ~~then~~ any ~~asked~~ important ~~a~~ instructor ~~few~~ posted ~~questions about what they have read/seen.~~
- ~~**Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able* *responses* *to* *gauge their understanding of the content.*~~

  ~~**Frequency**~~

  ~~Prior to each in-class exam, there will be a practice exam study guide available to help the students prepare for the test. the solutions key to each practice exam will be posted so that students can check~~

~~their work. Students may be required to turn in their completed practice exams on the day of the in-class exam~~ questions .

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Daily video mini-lectures targeting core concepts or skills may be assigned or recommended for viewing prior to class, to prepare students for the new content to be learned or explored in class.

Textbooks/Materials

OER

1. **Author(s)** Simulations: Dave Simulations will be used by students so they can participate in and learn from processes. Dillon
   ~~**Frequency**~~ **Title** Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies
   Edition current
   Publisher LibreTexts
   URL
   https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon)
   Year 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   ~~Interactive~~
   Or ~~**eManipulatives**~~ **Equivalent** ~~will~~ Yes
2. **Author(s)** ~~be~~ Jennifer ~~used~~ Freidenreich
   Title Corequisite Companion to ~~illustrate~~ Precalculus
   Edition ~~core~~ current
   Publisher ~~concepts~~ LibreTexts
   URL ~~such~~ https://commons.libretexts.org/book/math-83105
   Year ~~as~~ 2024
   Rationale ~~**domain**~~ **for** ~~**and**~~ **textbook** ~~**range**~~ **older than 7 years** . ~~**These**~~ **(Most** ~~**will**~~ **recent** ~~**be highly recommended**~~ **edition** , ~~**but**~~ **considered** ~~**need**~~ **classic,** ~~**not**~~ **etc.)**
   ~~be~~
   Or ~~**required**~~ **Equivalent** Yes
3. **Author(s)** Katherine Skelton
   Title Corequisite Precalculus
   Edition current
   Publisher LibreTexts
   URL
   https://math . libretexts.org/Courses/Highline_College/MATH_141%3A_Precalculus_I_(2nd_Edition)
   Year 2024
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent Yes

Codes and Dates

Course Codes

Origination Date

~~10~~ 11 / ~~10~~ 04 / ~~2018~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NMAT 201C - Concurrent Support for BSTEM Mathematics

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~
- State Approval

  ~~03/01/2019~~
- CC Approval

  ~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

11/05/2024

LAS POSITAS COLLEGE

Course Outline for Noncredit Mathematics 201C
Concurrent Support for BSTEM Mathematics

Effective: Fall 2025

Catalog Description:

NMAT 201C - Concurrent Support for BSTEM Mathematics
54 Hours

Concurrent Support for BSTEM Math is for students interested in Business, Science, Technology, Engineering and Mathematical fields. This course offers structured support to students who are concurrently enrolled in a STEM-sequence math course, such as Calculus I, Precalculus, College Algebra, Trigonometry, and Business Calculus. The support course includes material to prepare students for the rigor of the transfer math course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

Corequisite: MATH 21, or MATH 22, or MATH 30, or MATH 39, or MATH 34.

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

Mathematics

Course Objectives:

Upon completion of this course, the student should be able to:

A. Develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
B. Use a problem solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the problem.
C. Apply relevant prerequisite math concepts at a higher level.
D. Organize and justify their mathematical thinking on relevant math problems.
E. Use effective strategies to monitor their own understanding of math concepts.
F. Use learning strategies to identify and communicate in their own words key mathematical concepts.

Course Content:

1. Learn appropriate skills necessary to become more productive, successful and independent learners.
    1. Students will engage in metacognitive activities around new math concepts.
    2. Students will participate in Growth Mindset, Brain Research and learning skills activities.
    3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
    4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety.
2. Successfully solve context problems by learning how to:
    1. Read context problems with understanding
    2. Identify relevant information.
    3. Define variables.
    4. Execute relevant procedures.
    5. Interpret results in the context of the problem.
3. Review Algebraic and Geometric concepts and practice completing many math problems.
4. Read mathematical text for understanding.
    1. Make a skeleton outline of material covered in the class and textbook.
    2. Highlight important facts in the material or textbook.
5. Learn and apply effective strategies to monitor understanding.
    1. Create summary sheets and/or practice exams before assessments.
    2. Correct any assessments and practice explaining the concepts to someone else.
6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems.
7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives.
    1. Students will learn how to communicate their thinking on math problems.
    2. Students will learn how to synthesize big ideas in the material.

Methods of Instruction:

1. Discussion - Instructor should allow time during workshops to discuss what main algebraic and geometric concepts were covered in their math course, what the big ideas are, citing their classroom notes and mathematical textbook for evidence.
2. Demonstration - Instructor should model examples of what a mathematician should do when approaching the math content. Students should then practice applying those strategies to additional problems.
3. Directed Study - Class will spend time in directed math content activities, with students practicing applying concepts individually, in workshops, or in small groups.
4. Lecture - Lecture will only be in small, relevant amounts, with specific skills-building goal in mind and time left for students to practice applying the demonstrated skill described.
5. Individualized Instruction - Instructor will provide individualized instruction as often as possible.
6. Audio-visual Activity - Personalized learning supports and practice on prerequisite material.

Typical Assignments

A. Other:
    1. Attend three Smart Shops based on their independent learning needs
    2. Homework - students will be encouraged to continue work outside of class each day towards the following:
        1. Mastery of key mathematical concepts
        2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

B. Laboratory:
    1. Workshops: Review of relevant basic and secondary education prerequisiste algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.
        1. Students will regularly participate in workshops
        2. Students will then complete worksheets on the material to test for understanding.
    2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.
    3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.
    4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
    5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

Methods of Evaluating Student Progress

A. Class Participation
    1. Attendance will be recorded hourly

B. Class Work
    1. Regular assignments and workshops on learning skills and mastery of relevant mathematical concepts

C. Home Work
    1. Students will monitor their progress under the supervision of instructors and/or tutors by completing daily homework

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Develop study skills and life skills that will improve the likelihood of succeeding in their academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
B. Identify challenging mathematics topics and be able to communicate in writing the correct strategies and processes for solving relevant mathematics problems.
C. Read mathematical writing with understanding and use this skill as preparation to solve relevant mathematics problems.

D. Utilize online and other technological resources effectively to enhance their understanding of a mathematics topic.

Textbooks (Typical):

OER:

1. Dave Dillon *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies*. current /e, LibreTexts, 2024. https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon).
2. Jennifer Freidenreich *Corequisite Companion to Precalculus*. current /e, LibreTexts, 2024. https://commons.libretexts.org/book/math-83105.
3. Katherine Skelton *Corequisite Precalculus*. current /e, LibreTexts, 2024. https://math.libretexts.org/Courses/Highline_College/MATH_141%3A_Precalculus_I_(2nd_Edition).

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: NMAT 265 - Math Jam for BSTEM & Calculus I Preparation

Course Modification: NMAT 265 - Math Jam for BSTEM & Calculus I Preparation (Launched - Implemented 11-05-2024)
compared with
NMAT 265 - Math Jam for BSTEM Preparation (Active - Implemented 08-15-2021)

Cover

Course Title Math Jam for BSTEM & Calculus I Preparation
Effective Term ~~Summer~~ Fall ~~2021~~ 2025
Catalog Description
Math Jam for BSTEM & ~~Prep~~ Calculus I Preparation is for students preparing for math courses , ~~in~~ such as review for Calculus I, College Algebra, Trigonometry, or Business Calculus ~~and review prior to Calculus I~~ . Math Jam is a noncredit program designed to help students prepare for their upcoming STEM focused math class at a community college. Embedded are essential study and life skills to develop each student holistically, including career development. Students will be learning pre- and first- transfer level material with the goal of preparing them to be successful in their upcoming math class. It is strongly recommended that students taking this course are enrolled in a community college math course.
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** College Mathematics Support - Certificate of Competency (Active) - Fall 2021

Course Equivalency

Is this course shared with Chabot? No

Units/Hours

TOTALS
Calculations

Total Noncredit Hours	12 - 60

Course Content

Lab Content

1. Students will identify their academic goal.

1. Students will discuss their goal of preparing for their Calculus I, College Algebra, Trigonometry, or Business Calculus course with an instructor and/or tutor.

2. Students will declare their goal by filling out an intent form and given personalized course-related objectives to focus on based on their goal.

2. Students will complete rigorous pre- and post-diagnostic exams.

    1. Results from pre-diagnostic exam will be used to identify his/her individual areas of understanding and weakness in pre-calculus or calculus concepts.

    2. Students will discuss the results with an instructor and/or tutor and create a personalized learning plan.

3. Students will read, watch videos, attend workshops and study pre-calculus and calculus material based on their personalized learning plan.

4. Students will work through pre-calculus and calculus problems.

5. Students will learn the appropriate skills necessary to become more productive, successful and independent learners.

    1. Students will participate in Growth Mindset and learning skill discussions.

    2. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.

    3. Students will actively participate in the course by practicing, interpreting, restating, and organizing material independently and under the supervision of instructors and/or tutors.

6. Students will participate in classroom discussions and/or Smart Shops around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, and dealing with Math Anxiety.

Equity Based Curriculum

- Course Content
  Address
  Each of the math topics covered in this support class includes a look at applications to the real world. It is an important component of this course that students understand how the material matters to them in their daily life, career and industry, as well as how it will be used in their future studies. We will have opportunities to celebrate the diversity of mathematicians and scientists, in ethnicity, gender identification, and age in this course.
- Methods of Instruction
  Address
  We deliver the material in a variety of ways in order to accommodate a range of different learning styles. This course can be offered in-person or online. Students will learn the material through lecture, interactive assignments, and individually.
- Assignments
  Address
  Assignments will include understanding themselves as math students and learners in a holistic way. Math assignments and topics will include real-world problems so students can see how the material relates to their personal lives and links to career and industry.
- Typical Texts
  Address
  All materials are provided for free to the student using quality Open Source materials that are accessible to all learners.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   1. ~~In Class~~

      Smart Shops

      1. Classroom and lunchtime discussions around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.

   2. Homework - students will be encouraged to continue work outside of class each day towards the following:

1. ~~Complete a Math Jam Pre- and Post-Survey, used to analyze student needs and effectiveness of the program.~~

   Mastery of STEM math concepts

2. ~~Identify individual goal for the course by completing the Participant Goal Sheet. For most participants, their goal is to prepare for their upcoming community college course.~~

   Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

3. ~~Complete a rigorous diagnostic pre- and post-test that will be used to personalize the learning for Math Jam.~~

4. ~~Customize Study Plan of the math content based on the diagnostic pre-test and the individual goals for the course.~~

5. ~~Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the STEM math concepts.~~

6. ~~Students will read, watch videos, attend workshops and study STEM math material based on their personalized learning plan.~~

2. **Assignment Type** Laboratory
   Add Assignment

   1. ~~Smart Shops~~

      Complete a Math Jam Pre- and Post-Survey, used to analyze student needs and effectiveness of the program.

1. ~~Classroom and lunchtime discussions around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.~~

   Identify individual goal for the course by completing the Participant Goal Sheet. For most participants, their goal is to prepare for their upcoming community college course.

2. Complete a rigorous diagnostic pre- and post-test that will be used to personalize the learning for Math Jam.

3. Customize Study Plan of the math content based on the diagnostic pre-test and the individual goals for the course.

4. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the STEM math concepts.

5. Students will read, watch videos, attend workshops and study STEM math material based on their personalized learning plan.

2. ~~Homework - students will be encouraged to continue work outside of class each day towards the following:~~

   1. ~~Mastery of STEM math concepts~~

   2. ~~Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of NMAT 265, a student should be able to apply~~ Apply prerequisite mathematical topics at a higher level.
2. **Outcome Text**

~~Upon completion of NMAT 265, a student should be able to develop~~ Develop study skills and life skills that will improve the student's likelihood of succeeding in his or her academic goals (examples of topics include brain research, identifying his/her individual growth mindset, personal time management, test taking and conquering math anxiety strategies, etc.).

3. **Outcome Text**
   ~~Upon completion of NMAT 265, a student should be able to formulate~~ Formulate short-term and long-term learning objectives based on their academic goal(s).
4. **Outcome Text**
   ~~Upon completion of NMAT 265, a student should be able to identify~~ Identify skills needed to become a more productive, successful, and independent learner.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~Any important announcements will also be emailed to the entire class.~~ Instructors are expected to post at least one academic announcement per day. Any important announcements will also be emailed to the entire class.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Any important announcements will also be emailed to the entire class.~~ Instructors are expected to post at least one academic announcement per day.
- ~~**Face-to-face only):**~~ ~~*Students*~~ *announcements will* ~~*come*~~ *also be emailed to* ~~*campus during face-to-face sessions (office hours, etc.) to discuss any facet of*~~ *the* ~~*course*~~ *entire class .*
  ~~***Frequency***~~
  ~~*Minimum 1 meeting per Math Jam for orientation, exams, group work or lecture.*~~
  ~~*?*~~
- ***Chat:*** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  The instructor will use a chatroom daily. "Chatroom" includes the chat feature that is part of ConferZoom (and similar) webconferencing sessions.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- ***Chat:*** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Daily chat will be utilized. An appropriate web-conferencing tool, such as Conferzoom, will be utilized to help give individual assistance to students. Communicating about mathematics is a key component of this course, so students will be encouraged to communicate, such as by chat, with each other on a daily basis.

Textbooks/Materials

OER Textbooks ~~*No*~~ *Yes*

OER

1. ***Author(s)*** *Jennifer Freidenreich*
   Title *Corequisite Companion to Precalculus*
   Edition *current*
   Publisher *LibreTexts*
   URL *https://commons.libretexts.org/book/math-83105*
   Year *2024*

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ *Yes*

2. ***Author(s)*** _ *Dave Dillon*

Title _ *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies*

Edition _ *Current*

Publisher _ *LibreTexts*

URL

_ *https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon)*

Year _ *2024*

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ *Yes*

Codes and Dates

Course Codes

Origination Date

~~*09*~~ *10* / ~~*17*~~ *24* / ~~*2020*~~ *2024*

Proposal Type

~~*Modified Noncredit*~~ *Course* ~~*Proposal*~~ *Modification*

Parent Course

NMAT 265 - Math Jam for BSTEM Preparation

No Previous Course

Entry of Special Dates

- *Board of Trustees*

  ~~*01/19/2021*~~

- *State Approval*

  ~~*01/27/2021*~~

- *CC Approval*

  ~~*11/16/2020*~~

Instructional Services

Effective Term ~~*Summer 2021*~~ *Fall 2025*

Implementation Date -

~~*08/15/2021*~~

11/05/2024

LAS POSITAS COLLEGE

Course Outline for Noncredit Mathematics 265
Math Jam for BSTEM & Calculus I Preparation

Effective: Fall 2025

Catalog Description:

NMAT 265 - Math Jam for BSTEM & Calculus I Preparation
12 - 60 Hours

Math Jam for BSTEM & Calculus I Preparation is for students preparing for math courses, such as review for Calculus I, College Algebra, Trigonometry, or Business Calculus. Math Jam is a noncredit program designed to help students prepare for their upcoming STEM focused math class at a community college. Embedded are essential study and life skills to develop each student holistically, including career development. Students will be learning pre-and first-transfer level material with the goal of preparing them to be successful in their upcoming math class. It is strongly recommended that students taking this course are enrolled in a community college math course.

Course Grading: Pass/No Pass

Total Noncredit Hours 12 - 60

Discipline:

Mathematics-Basic Skills: Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

A. Formulate short-term and long-term learning objectives for the course, based on their academic goal(s), including preparation for their upcoming community college math course.
B. Identify his/her individual areas of understanding and weakness in STEM math concepts
C. Apply mathematical concepts at a higher level
D. Demonstrate the appropriate skills necessary to become a more productive, successful, and independent learner;
E. Apply study skills and life skills that will improve the student's likelihood of succeeding in their academic and career goals, such as identifying his/her individual growth mindset, brain research, and learn personal time management, study skills, test taking and math anxiety strategies, etc.;

Course Content:

1. Students will identify their academic goal.
    1. Students will discuss their goal of preparing for their Calculus I, College Algebra, Trigonometry, or Business Calculus course with an instructor and/or tutor.
    2. Students will declare their goal by filling out an intent form and given personalized course-related objectives to focus on based on their goal.
2. Students will complete rigorous pre- and post-diagnostic exams.
    1. Results from pre-diagnostic exam will be used to identify his/her individual areas of understanding and weakness in pre-calculus or calculus concepts.
    2. Students will discuss the results with an instructor and/or tutor and create a personalized learning plan.
3. Students will read, watch videos, attend workshops and study pre-calculus and calculus material based on their personalized learning plan.
4. Students will work through pre-calculus and calculus problems.
5. Students will learn the appropriate skills necessary to become more productive, successful and independent learners.
    1. Students will participate in Growth Mindset and learning skill discussions.
    2. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
    3. Students will actively participate in the course by practicing, interpreting, restating, and organizing material independently and under the supervision of instructors and/or tutors.
6. Students will participate in classroom discussions and/or Smart Shops around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, and dealing with Math Anxiety.

Methods of Instruction:

1. Classroom Activity - such as instructor and/or tutor led discussions, workshops, etc.
2. Guest Lecturers - such as workshops led by content experts around the campus on such topics as Growth Mindset, Brain Research, Time Management, Test Taking Skills, Math Anxiety, Career Development, etc.
3. Individualized Instruction - such personalized instruction provided to the student by the instructor and/or tutor
4. Audio-visual Activity - such as watching videos, reading multi-media textbook, working problems out in steps, etc.

Typical Assignments

A. Other:
    1. Smart Shops
        1. Classroom and lunchtime discussions around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
    2. Homework - students will be encouraged to continue work outside of class each day towards the following:
        1. Mastery of STEM math concepts

2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

B. Laboratory:
   1. Complete a Math Jam Pre- and Post-Survey, used to analyze student needs and effectiveness of the program.
   2. Identify individual goal for the course by completing the Participant Goal Sheet. For most participants, their goal is to prepare for their upcoming community college course.
   3. Complete a rigorous diagnostic pre- and post-test that will be used to personalize the learning for Math Jam.
   4. Customize Study Plan of the math content based on the diagnostic pre-test and the individual goals for the course.
   5. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the STEM math concepts.
   6. Students will read, watch videos, attend workshops and study STEM math material based on their personalized learning plan.

Methods of Evaluating Student Progress

A. Exams/Tests
   1. Students will take a pre- and post- test.

B. Quizzes
   1. Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by taking daily quizzes

C. Class Work
   1. Attendance will be recorded hourly

D. Home Work
   1. Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by completing daily homework

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Apply prerequisite mathematical topics at a higher level.
B. Develop study skills and life skills that will improve the student's likelihood of succeeding in his or her academic goals (examples of topics include brain research, identifying his/her individual growth mindset, personal time management, test taking and conquering math anxiety strategies, etc.).
C. Formulate short-term and long-term learning objectives based on their academic goal(s).
D. Identify skills needed to become a more productive, successful, and independent learner.

Textbooks (Typical):

OER:

1. Jennifer Freidenreich *Corequisite Companion to Precalculus*. current /e, LibreTexts, 2024. https://commons.libretexts.org/book/math-83105.
2. Dave Dillon *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies*. Current /e, LibreTexts, 2024.

https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon).

Textbook:

1. Elayn Martin-Gay *Beginning and Intermediate Algebra.* 6th ed., Pearson, 2016.
2. Gary Rockswold, Terry Krieger *Beginning and Intermediate Algebra with Applications and Visualization.* 4th ed., Pearson, 2018.
3. Julie Miller, Molly O'Neill, Nancy Hyde *Beginning and Intermediate Algebra.* 5th ed., McGraw-Hill, 2018.

LAS POSITAS COLLEGE

Course Outline for Philosophy 1
God, Nature, Human Nature
Effective: Fall 2025

Catalog Description:

PHIL 1 - God, Nature, Human Nature
3.00 Units

An exploration of the nature and range of philosophical inquiry in relation to everyday problems of humans as individuals, as citizens, as physical creatures, and as creators of spiritual and artistic works. Philosophical texts are analyzed with special attention given to the development of skills in analysis and argumentation. NOTE: Philosophy 2 and 4 are also introductory courses and may be taken before Philosophy 1 if a more detailed examination of ethical problems, the theory of knowledge, or political philosophy is desired.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Philosophy

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Articulate and discuss the central questions and formative figures of the philosophical tradition
B. Evaluate and critique prominent theories about God, nature and human nature
C. Apply theories discussed in class to problems and questions facing humans in modern times
D. Show connections between the field of philosophy and other fields of inquiry such as humanities, religion, art, sociology, psychology, and the applied arts
E. Synthesize personal experience, individual research, and course information into a cogent and defensible philosophical theory

F. Explain personal philosophical positions to others in both written and spoken form
G. Work with others in a group to problem-solve philosophical issues

Course Content:

1. Definitions and overview
    1. Definitions of philosophy
    2. Essentials of the philosophical method
2. Theories of knowledge
    1. The nature of knowledge
    2. The problem of skepticism
    3. Rationalism and empiricism
    4. The scientific method
    5. Self-knowledge and religious knowledge
    6. Naturalism and constructivism
3. The Nature of reality
    1. Classical theories of reality
    2. Dualism
    3. Materialism
    4. Idealism
    5. Representative realism
4. Understanding the self
    1. Classical theories of self
    2. Behaviorism and physicalism
    3. Eastern challenges to self-identity
    4. The self in psychology
    5. Existentialist theories of self
5. Ethics
    1. Classical ethical theories
    2. Ethics and religion
    3. Relativism
    4. Utilitarianism
    5. Modern deontological theory
    6. Ethical nihilism
6. Political philosophy
    1. Classical political theory
    2. Rights and responsibilities
    3. Economics and the human condition
    4. Theories of human freedom
    5. Individual and collective identity
7. Philosophy of Religion
    1. Classical religious philosophy
    2. Arguments for God’s existence
    3. The problem of evil
    4. The nature of religious experience

8. Philosophy of Art
    1. Classical aesthetic theory
    2. Defining art
    3. Debates on the value of art
    4. Understanding artistic experience
9. Logic and argumentation
    1. Background, premises, and conclusions
    2. Making valid arguments
    3. Basics of formal logic
    4. Avoiding fallacies in reasoning

Methods of Instruction:

1. Lecture -
2. Discussion -
3. Student Presentations -
4. Final research and analysis project
5. Course text readings
6. Brief written assignments
7. Multi-media presentations & analysis

Typical Assignments

A. Other:
    1. Lecture
        1. “Plato’s analysis of the connection between religion and the ethnical life in his dialogue Euthyphro”
        2. “Descartes’ argument for the existence of the human soul as found in his Meditations on First Philosophy”
    2. Group discussion
        1. What role does religion play in the establishing of contemporary ethical beliefs? How would Plato respond to our contemporary ethical ideas?
        2. Philosophically evaluate Descartes’ argument that the soul can be more easily known than the body.
    3. Student presentations
        1. 1. Using Descartes’ characterization of God as a response to Plato’s challenges to religious ethics
        2. Challenges in contemporary psychology to Descartes’ theory of self knowledge
    4. Multi-media presentations & analysis
        1. View clips from the 2008 presidential debates where religious arguments are made to support ethical views, followed by an analysis of Plato’s theory in relation to these contemporary arguments.
        2. Watch short documentary film Mysteries of the Mind, followed by in-class group analysis of the implications for Descartes’ theory of direct self-knowledge.
    5. Course text readings

1. Read Plato's Euthyphro, and be prepared to discuss the central arguments in class.
2. Read Meditation II from Descartes' Meditations on First Philosophy and be prepared to discuss his understanding of the nature of the human mind.

6. Brief written assignments
    1. Evaluate Plato's arguments about religious ethics from your own point of view. Explain what you find to be the strengths and weaknesses of basing ethics on ones religious point of view.
    2. Using your own experience as an example, argue for or against Descartes' claim that we have direct, self-evident access to our own minds.
7. Final research and analysis project
    1. Look back at the topics in philosophy that we have covered over the course of this class. Choose one topic that is of special interest to you and compose a 5-7 page paper that contrasts the arguments and perspective of two philosophers on that topic. Drawing from research and your own ideas, make a cogent argument for which philosopher's theory is more philosophically defensible.

Methods of Evaluating Student Progress

A. Both group discussions (weekly) and multi-media presentation analyses (0-5 per term) include written group accounts and are evaluated according to creativity, critical insight, formation of cogent arguments, and depth of understanding. Student presentations (1-2 per term)and final projects (one per term) are evaluated according to the quality of research, level of understanding of the philosophical content, and the ability to apply that material to make effective arguments which synthesize abstract philosophical ideas with applied concerns. Brief written assignments (3-6 per term) are evaluated according to the extent to which they reflect an understanding of the material, an ability to apply that material effectively to personal experience, and an ability to critically evaluate ones own ideas as well as those of the philosophers we have studied. Essay and short-answer tests (1-4 per term) are used throughout the term to demonstrate knowledge of the key ideas, thinkers, and philosophical methods presented in the course. A. Methods 1. Both group discussions and multi-media presentation analyses include written group accounts and are evaluated according to creativity, critical insight, formation of cogent arguments, and depth of understanding. 2. Student presentations and final projects are evaluated according to the quality of research, level of understanding of the philosophical content, and the ability to apply that material to make effective arguments which synthesize abstract philosophical ideas with applied concerns. 3. Brief written assignments are evaluated according to the extent to which they reflect an understanding of the material, an ability to apply that material effectively to personal experience, and an ability to critically evaluate ones own ideas as well as those of the philosophers we have studied. 1. Essay and short-answer tests may be used throughout the term to demonstrate knowledge of the key ideas, thinkers, and philosophical methods presented in the course.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Upon completion of PHIL 1, the student should be able to effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.

B. Upon completion of PHIL 1, the student should be able to use philosophical methods to explain, apply and evaluate philosophical positions of their own and of significant historical figures.

Textbooks (Typical):

Textbook:

1. Joel Feinberg, Russ Shafer-Landau *Reason and Responsibility: Readings in Some Basic Questions in Philosophy*. 16th ed., Cengage, 2017.
2. Manuel Velasquez *Philosophy: A Text with Readings*. 13th ed., Cengage, 2017.
3. Descartes, Rene, *Meditations on First Philosophy*. 3rd ed., Hackett, 1993.
4. Hume, David, *Dialogues Concerning Natural Religion*. 2nd ed., Hackett, 1998.
5. Gary Kessler *Voices of Wisdom: A Multicultural Philosophy Reader*. 9th ed., Wadsworth, 2016.
6. Plato, *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo*. 2nd ed., Hackett, 2002.
7. Cahn, Steven M., *Exploring Philosophy: An Introductory Anthology*. 4th ed., Oxford University Press, 2011.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: PHIL 4 - Introduction to Philosophy: Knowledge

Course Modification: PHIL 4 - Introduction to Philosophy: Knowledge (Launched - Implemented 11-04-2024)
compared with
PHIL 4 - Intro to Philosophy: Knowledge (Active - Implemented 01-01-2019)

Cover

Course Title ~~Intro~~ Introduction to Philosophy: Knowledge
Effective Term ~~Spring~~ Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Course Content

Lecture Content

1. Overview and introduction
    1. Definitions and presuppositions in epistemic enquiry
    2. Historical overview of theories of knowledge, truth and belief
    3. Introduction to major philosopher's writings about knowledge, truth and belief
    4. ~~Intercultural perspectives on the epistemic quest~~

- Core epistemological theories

1. Rationalism and empiricism
2. Naturalized epistemology
3. Intuitionism
4. Verificationism
5. Skepticism
6. Relativism, subjectivism and contextualism
7. Pragmatism
8. Coherence
9. Correspondence
10. Virtue epistemology
11. Internalism and externalism

- Investigations central to the epistemological project
  1. A priori and a posteriori truth
  2. Analytic and synthetic truth
  3. Necessary and contingent truth
  4. The nature of mind and the limits of knowledge
  5. Language, concepts, meaning, and truth claims
  6. Knowledge and the scientific method
  7. Morality & religion as domains of knowledge

- Intercultural explorations in epistemic theory

1. African Epistemology
2. Asian Epistemology
3. Feminist Epistemology

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  Students will evaluate and apply class material with periodic classroom activities.
- Lecture
  Comments
  Course will involve periodic lecture on course content.
- Projects
  Comments
  Course will involve at least one project.

Equity Based Curriculum

- Course Content
  Address
  New requirements for minority voices are made explicit in this modification including references to African epistemology, Asian epistemology, and feminist epistemology.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading:~~

1. Read the dialog between Glaucon and Socrates in Plato's Republic; be prepared to discuss the relationship between "good" and "knowledge."

2. Read Berkeley's "A Treatise Concerning the Principles of Human Knowledge;" be prepared to discuss its description of empirical truth.

2.

2. **Assignment Type** _ Writing :
Add Assignment _

1. Sample short writing assignment: Write a one- to two-page essay responding to this weeks assigned reading. Essay should contain both personal reactions and critical analyses of the philosophers arguments.

2. Term papers: Write a Four- to five-page analytical essay discussing the relationship between a priori/a posteriori truth and analytic/synthetic statements in Kant's Critique of Pure Reason. Give your reasons for agreeing or disagreeing with Kant's claim that synthetic a priori truth is possible.

3. **Assignment Type** _ Other
Add Assignment _

1. Collaborative learning:

1. Small group oral presentation of an appropriate epistomological philosopher and his/her central ideas.

2. Group term project: choose an epistomological system such as skepticism or pragmatism and apply that theory to a specific domain of knowledge. Use the application to draw out what you see as the strengths or weaknesses of that epistemological system.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of PHIL 4, the student should be able to effectively~~ Effectively participate and express opinions in a group and whole-class setting in a way that is
_ respectful and well thought-through.
2. **Outcome Text**
~~Upon completion of PHIL 4, the student should be able to use~~ Use philosophical methods to explain, apply, and evaluate specific epistemic theories.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** - Recommended Course Preparation
   Subject - = (test)
   Requisite Course - - Eligib - (Historical)
   Non Course Requirements -
   Min Grade -
   Comments -
   Requisite Validation - Content Review
   Skills Analysis
   Requisite Course Objective(s)

   - - Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading
     Degree of Importance - Recommended
   - - Annotate a text during the act of reading
     Degree of Importance - Recommended
   - - Employ strategies that enable a critical evaluation of a text
     Degree of Importance - Required
   - - Respond critically to a text through class discussions and writing
     Degree of Importance - Required
   - - Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays
     Degree of Importance - Recommended
   - - Write effective summaries of texts that avoid wording and sentence structure of the original
     Degree of Importance - Recommended
   - - Respond to texts drawing on personal experience and other texts
     Degree of Importance - Recommended
   - - Organize coherent essays around a central idea or a position
     Degree of Importance - Required
   - - Apply structural elements in writing that are appropriate to the audience and purpose
     Degree of Importance - Recommended
   - - Provide appropriate and accurate evidence to support positions and conclusions
     Degree of Importance - Recommended
   - - Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing
     Degree of Importance - Required
   - - Utilize effective grammar recall to check sentences for correct grammar and mechanics
     Degree of Importance - Recommended
   - - Proofread his/her own and others' prose
     Degree of Importance - Recommended

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Textbooks/Materials

Other ~~No~~ Yes
Textbook

1. **Author(s)** Dancy, Jonathan; Sosa, Ernest; Sylvan, Kurt; Steup, Matthias
   Title Blackwell Companion to Epistemology
   Edition 3rd Edition
   Publisher Whiley/Blackwell
   Year 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
2. **Author(s)** Plato,
   Title Protagoras and Meno ~~:~~
   ~~**Edition**~~
   Publisher Penguin Classics
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Respectable translations of classical texts are produced, at most, once per generation. Less respected academics will produce second rate translations, but universities continue to use these older and respected sources. They are chosen for their quality rather than their recency.
3. **Author(s)** Descartes, Rene,
   Title A Discourse on Method
   Year 2006
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
4. ~~**Author(s)**~~ Respectable ~~Descartes~~ translations of classical texts are produced , ~~Rene~~ at most , ~~**Title**~~ once ~~A~~ per ~~Discourse~~ generation. ~~on~~ Less ~~Method~~ ~~**Publisher**~~ respected ~~Oxford~~ academics ~~World's~~ will ~~Classics~~ ~~**Rationale**~~ **produce second rate translations, but universities continue to use these older and respected sources. They are chosen** for ~~**textbook**~~ **their** ~~**older**~~ **quality rather** than ~~**5**~~ **their** ~~**years**~~ **recency** . ~~**(Most recent edition, considered classic, etc.)**~~
5. **Author(s)** Hume, David,
   Title An Enquiry Concerning Human Understanding
   Publisher Oxford World's Classics

Year 2008
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
- Respectable translations of classical texts are produced, at most, once per generation. Less respected academics will produce second rate translations, but universities continue to use these older and respected sources. They are chosen for their quality rather than their recency.

6. **Author(s)** Kant, Immanuel,
Title The Critique of Pure Reason
Edition
Publisher Cambridge University Press
Year 1999
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
- Respectable translations of classical texts are produced, at most, once per generation. Less respected academics will produce second rate translations, but universities continue to use these older and respected sources. They are chosen for their quality rather than their recency.

Other Learning Materials

1. ~~**Author(s)**~~ **Other** ~~Duncan~~
Dror, ~~Prichard~~
~~**Title** - What is this Thing Called Knowledge?~~
~~**Edition** - 1st~~
~~**Publisher** - Routledge~~
~~**Year** - 2018~~
~~**Rationale for textbook older than 5 years**~~ **L** . (~~**Most**~~ **2023).** ~~**recent**~~ **Is** ~~**edition,**~~ **there** ~~**considered**~~ **an** ~~**classic,**~~ **epistemic** ~~**etc.)**~~
-
~~**Author(s)** - Dan O'Brian~~
~~**Title** - An Introduction~~ advantage to ~~the~~ being ~~Theory~~ oppressed? ~~of~~ Noûs, ~~Knowledge~~
~~**Edition**~~ 57, ~~1st~~
~~**Publisher** - Polity Press~~
~~**ISBN-13**~~ -
~~**Year** - 2016~~
~~**Rationale for textbook older than 5 years**~~ **618–640** . ~~**(Most recent edition, considered classic, etc**~~ **https://doi** . ~~)~~
-
org/10.1111/nous.12424
~~**Or Equivalent** - No~~

General Education/Transfer Request

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3B - Humanities
Comments
New Request No

Already approved substantial change No
Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date
~~09~~ 11 / ~~21~~ 02 / ~~2020~~ 2024

Parent Course
No Previous Course
PHIL 4 - Intro to Philosophy: Knowledge

Entry of Special Dates

- Board of Trustees
  ~~06/19/2018~~
- State Approval
  ~~06/19/2018~~
- CC Approval
  ~~04/30/2018~~

Instructional Services
Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date
~~01/01/2019~~

11/04/2024

Course CB Codes
CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Philosophy 4
Introduction to Philosophy: Knowledge
Effective: Fall 2025

Catalog Description:

PHIL 4 - Introduction to Philosophy: Knowledge
3.00 Units

Systematic analysis of documents that constitute the major statements in the theory of knowledge. Investigation of the nature of knowledge, truth and belief. Emphasis placed on enabling students to analyze, critique and defend their own systems of beliefs.

Course Grading: Letter Grade Only

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Philosophy

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 philosophical statements about knowledge, truth and belief
B. Explain and evaluate core philosophical texts about the nature of knowledge, truth and belief
C. Apply epistemological concepts to one's own beliefs and experiences
D. Evaluate one's personal belief system in light of the history of epistemological ideas
E. Apply understanding of the limits of knowledge, truth and belief in developing ones own pursuit of knowledge

Course Content:

1. Overview and introduction

1. Definitions and presuppositions in epistemic enquiry
2. Historical overview of theories of knowledge, truth and belief
3. Introduction to major philosopher's writings about knowledge, truth and belief

2. Core epistemological theories
    1. Rationalism and empiricism
    2. Naturalized epistemology
    3. Intuitionism
    4. Verificationism
    5. Skepticism
    6. Relativism, subjectivism and contextualism
    7. Pragmatism
    8. Coherence
    9. Correspondence
    10. Virtue epistemology
    11. Internalism and externalism
3. Investigations central to the epistemological project
    1. A priori and a posteriori truth
    2. Analytic and synthetic truth
    3. Necessary and contingent truth
    4. The nature of mind and the limits of knowledge
    5. Language, concepts, meaning, and truth claims
    6. Knowledge and the scientific method
    7. Morality & religion as domains of knowledge
4. Intercultural explorations in epistemic theory
    1. African Epistemology
    2. Asian Epistemology
    3. Feminist Epistemology

Methods of Instruction:

1. Lecture - Course will involve periodic lecture on course content.
2. Classroom Activity - Students will evaluate and apply class material with periodic classroom activities.
3. Projects - Course will involve at least one project.
4. Instructor-guided discussion
5. Small group discussion and presentation
6. Individual research, textual analysis, application and presentation
7. Video presentations and discussion

Typical Assignments

A. Reading:
    1. Read the dialog between Glaucon and Socrates in Plato's Republic; be prepared to discuss the relationship between "good" and "knowledge."
    2. Read Berkeley's "A Treatise Concerning the Principles of Human Knowledge;" be prepared to discuss its description of empirical truth.

B. Writing:
    1. Sample short writing assignment: Write a one- to two-page essay responding to this weeks assigned reading. Essay should contain both personal reactions and critical analyses of the philosophers arguments.
    2. Term papers: Write a Four- to five-page analytical essay discussing the relationship between a priori/a posteriori truth and analytic/synthetic statements in Kant's Critique of Pure Reason. Give your reasons for agreeing or disagreeing with Kant's claim that synthetic a priori truth is possible.
C. Other:
    1. Collaborative learning:
        1. Small group oral presentation of an appropriate epistomological philosopher and his/her central ideas.
        2. Group term project: choose an epistomological system such as skepticism or pragmatism and apply that theory to a specific domain of knowledge. Use the application to draw out what you see as the strengths or weaknesses of that epistemological system.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. one to three midterms and a final exam
B. Papers
    1. three to five
C. Projects
    1. one

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.
B. Use philosophical methods to explain, apply, and evaluate specific epistemic theories.

Textbooks (Typical):

Textbook:

1. Dancy, Jonathan; Sosa, Ernest; Sylvan, Kurt; Steup, Matthias *Blackwell Companion to Epistemology*. 3rd Edition ed., Whiley/Blackwell, 2025.
2. Plato, *Protagoras and Meno.*, Penguin Classics, 2006.
3. Descartes, Rene, *A Discourse on Method.*, Oxford World's Classics, 2006.
4. Hume, David, *An Enquiry Concerning Human Understanding.*, Oxford World's Classics, 2008.
5. Kant, Immanuel, *The Critique of Pure Reason.*, Cambridge University Press, 1999.

Other Learning Materials:

1. Dror, L. (2023). Is there an epistemic advantage to being oppressed? Noûs, 57, 618–640. https://doi.org/10.1111/nous.12424.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: PHIL 6 - Introduction to Logic

Course Modification: PHIL 6 - Introduction to Logic (Launched - Implemented 11-04-2024)
compared with
PHIL 6 - Introduction to Logic (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Course Content

Lecture Content

1. Formal symbolization in sentential logic
    1. Meaning, syntax and conceptual content in ordinary language
    2. Formal conversion of ordinary language using constants and operators
2. Formal proof methodologies
    1. truth tables and Ven diagrams
    2. Basic rules of natural deduction

3. proof strategies in natural deduction
4. formal fallacies

3. Inductive strategies

1. confirmation theory
2. probability
3. experimental design
4. scientific methodologies

4. Informal argumentation strategies

1. the application of formal logical rules to natural language arguments
2. constructing clear, rational and effective arguments in natural language
3. avoiding informal fallacies
4. evaluating our own biases, beliefs, assumptions, and justifications :

5. The role of logic in humanities disciplines

1. analyzing arguments in philosophy

1. arguments in historical and contemporary ethical philosophy
2. arguments in historical and contemporary political philosopy
3. arguments in historical and contemporary metaphysics

2. analyzing arguments in literature

    1. arguments with fictional narrative
    2. argument using metaphor

6. Logic and culture

    1. Non-western approaches to logic
    2. Feminist approaches to logic

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  Classroom activities applying and analyzing selected topics in logic.
- Discussion
  Comments
  Group discussion on selected topics.
- Lecture
  Comments
  Lectures on central concepts in logic.
- ~~Observation~~ Projects
  Comments
  Course will contain at least one project.
- Student Presentations
  Comments
  Course will contain at least one student presentation.

Equity Based Curriculum

- Course Content

~~Explain~~ **Address**
~~Multi~~ The course content for this course explicitly discusses feminist and non - ~~media~~ western ~~presentations~~ approaches ~~&~~ to ~~analysis~~
logic.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. Read chapter 1 in our logic textbook and be prepared to discuss the difference between syntax, semantics, and conceptual content.

2. **Assignment Type** Writing
   Add Assignment

   1. Problem sets

      1. Example: Formalize the following arguments using the operators and constants of sentential logic and prove their validity or invalidity using the system of natural deduction

   2. Essays

      1. Example: Analyze the argument in Plago's Eythyphro, and create a structured 5 paragraph essay that explains Plato's main argumentative strategy and evaluates the effectiveness of his argument. Note places where Plato committs formal or informal fallacies in his reasoning.

   3. Homework

      1. Evaluate an article in popular media reporting on a scientific discovery. Analyze the use of scientific reasoning, probabaility, experimental design, and/or induction presented in the article.

3. Assignment Type
   Add Assignment

   1. Class presentations

      1. As a group, develop a sound argument on a controversial claim approved by the instructor. Use at least 3 sources, and the methods of reasoning and argument development covered in class. Present the argument to the class in a 15 minute presentation, and hand out an outline of each group members argument to each member of our class. Please allow 10 minutes at the end of your presentation to respond to challenges made to your argumentative methodology by your fellow students.

   1. ~~Reading~~

      1. ~~Read chapter 1 in our logic textbook and be prepared to discuss the difference between syntax, semantics, and conceptual content.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of PHIL 6, the student should be able to able to apply~~ Apply the basic principles of causal and probabilistic reasoning.
2. **Outcome Text**
   ~~Upon completion of PHIL 6, the student should be able to identify~~ Identify , describe and evaluate the informal logical fallacies.
3. **Outcome Text**
   ~~Upon completion of PHIL 6, the student should be able to use~~ Use natural deduction to evaluate the validity of arguments in propositional logic.

~~Requisites/Requisite Validation~~

~~Requisites~~

1. ~~**Requisite Type** - Recommended Course Preparation~~
   ~~**Subject** - = (test)~~

~~Requisite Course~~ - ~~- Eligib - (Historical)~~
~~Non Course Requirements~~ -
~~Min Grade~~ -
~~Comments~~ -
~~Requisite Validation~~ - ~~Content Review~~

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~Instructor~~ On average this will ~~communicate with students to clarify student progress and course content. Example: You seem to~~ be ~~falling~~ done ~~behind~~ weekly, ~~in~~ but ~~the~~ at ~~class? Can~~ least ~~I~~ 10 ~~do~~ times ~~anything~~ per ~~to help you be more successful?~~ term.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  On ~~Discussion~~ average ~~boards~~ this will be ~~used~~ done weekly, but at least 10 times per term.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to ~~foster~~ students ~~student-content~~ on ~~interaction, student-student interaction,~~ assignments and ~~student-instructor interaction~~ assessments. ~~Discussion~~ Students ~~of~~ will ~~arguments~~ know the reason for the grade they received and ~~argument~~ what ~~structure~~ they ~~works~~ can ~~well~~ do ~~in~~ to improve.*
  Frequency
  On average this ~~format.~~ will ~~Example~~ be ~~of~~ done ~~student/instructor interaction via discussion boards: Post an argument for or against the claim that plagiarism is morally wrong. Offer your argument both in paragraph form~~ weekly, ~~and~~ but ~~in~~ at ~~the~~ least ~~form~~ 10 ~~of~~ times ~~an~~ per ~~argument~~

~~tree. I will respond to your argument by Wednesday of this week. After I respond, defend your claim further by offering a logical response to any objections that were raised in my post to you~~ term .

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Announcements~~ On average this will be ~~posted~~ done ~~regularly to update students on the progress of the course. Example: Welcome to week X. This week we will cover topics Y and Z. Due dates will be P, Q and R. Good job last week with A, B and C. Good luck this week!~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~The feedback section within the Blackboard gradebook allows for detailed feedback to students o their performance in the course, as well as recommendations for improvements. Example: Your assignment on Mill's methods contained a good analysis of 1 and 2~~ weekly , but ~~example~~ at ~~3~~ least ~~did~~ 10 ~~not~~ times ~~really~~ per ~~show constant conjunction because there were exceptions listed~~ term . ~~Be sure to give specific responses to apply to each part of the question so you can get full credit next time!~~

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  On ~~Discussion~~ average ~~boards~~ this will be ~~used~~ done ~~to foster student-content interaction~~ weekly , ~~student-student interaction, and student-instructor interaction. Discussion of arguments and argument structure works well in this format. Example of student/student interaction via discussion boards: Post an argument for or against the claim that plagiarism is morally wrong. Offer your argument both in paragraph form, and in the form of an argument tree. After posting your argument, look~~ but at ~~the~~ least ~~arguments~~ 10 ~~of~~ times ~~2~~ per ~~classmates who argue for the opposite conclusion. Explain your reasons for disagreeing with their argument. At the end of the week, offer a logical response to anyone who has responded to your original post~~ term .
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Group~~ At ~~projects~~ least ~~and~~ once ~~group~~ per ~~discussion boards will facilitate interaction and collaboration among students. Example group work. In consort with your group members, design an experiment and show how it can be used to check for causation using all 3 of Mill's methods of induction. Post your response to the discussion board, then reply to the work of 2 other groups and evaluate their design and inference claims by responding to their posts.~~ term

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of

the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  On average this will be done weekly, but at least 10 times per term.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  At least once per term.
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  ~~Written~~ On ~~papers~~ average this will ~~give~~ be ~~students~~ done ~~an~~ weekly, ~~opportunity~~ but ~~to~~ at ~~develop~~ least ~~and~~ 10 ~~apply~~ times ~~the~~ per ~~content~~ term. ~~of~~ These ~~the~~ may ~~informal~~ overlap ~~logic~~ with ~~section~~ discussion ~~of the course. Example: Write a 2 page essay detailing any informal fallacies found in periodical of your choice~~ boards .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~Quizzes,~~ At ~~tests~~ least ~~and~~ 4 ~~exams~~ times ~~will~~ per ~~be used to evaluate student learning. Example test: Midterm requiring 10 formal proofs using natural deduction and checked by proof-checker software imbedded in course. Example Quiz: 8 question unit quiz detailing the specifics of experimental design~~ term .
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  ~~Mini-lectures~~ On average this will ~~cover~~ be ~~each~~ done ~~section~~ weekly, ~~of~~ but ~~class~~ at ~~content. Example Lecture:~~ least 10 ~~minute~~ times ~~lecture~~ per ~~showing how to pick out formal fallacies by converting ordinary language into constants and operators and discerning improper proof structure~~ term .
- **Other:**
  Frequency
  Software-based logic and proof checker. Imbedded software will be used to help coach students in proof strategy and evaluate for formal validity. At least 4 times per term.

Textbooks/Materials

Textbook

1. **Title** Logic
   Edition ~~3rd~~ 5th
   Year ~~2016~~ 2021
2. **Title** Introduction to Logic
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This text has not been re-published for ~~6~~ 12 years, but it remains an industry standard and is actively in print .

3. **Title** A Concise Introduction to Logic
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   This textbook has not been reprinted for 6 years, but remains the industry standard and is unparalleled in depth, clarity, and supporting resources.
4. **Author(s)** ~~Jonathan~~ Hugh ~~Wolf~~ LaFollette
   Title ~~Readings~~ Ethics in ~~Moral~~ Practice: ~~Philosophy~~ An Anthology
   Edition ~~1st~~ 6th
   Year ~~2017~~ 2025
5. **Title** Exploring Philosophy: An Introductory Anthology
   Edition ~~6th~~ 8th
   Year ~~2017~~ 2023

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3B - Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID PHIL 110
Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date
~~10~~ 11 / ~~01~~ 03 / ~~2018~~ 2024

Parent Course

No Previous Course

PHIL 6 - Introduction to Logic

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/24/2019~~

- CC Approval

  ~~11/19/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Philosophy 6
Introduction to Logic
Effective: Fall 2025

Catalog Description:

PHIL 6 - Introduction to Logic
3.00 Units

An introduction to Logic. This course is designed to develop effective reasoning skills. Valid reasoning through formal deductive logic is emphasized, but the course also covers meaning in language, fallacies, and inductive reasoning methods in philosophy, literature and the sciences.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Philosophy

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Symbolize ordinary language arguments using the operators and constants of sentential logic
B. Check for the validity of arguments using truth tables and formal rules in a system of natural deduction
C. Identify, critique and avoid both formal and informal fallacies in argumentation
D. Comprehend, utilize and apply the distinction between syntax, semantics, and conceptual content in language and arguments
E. Explain, evaluate, and apply the most basic elements of induction, confirmation, probability theory, and scientific methodology
F. Apply the various methods of critical reasoning discussed above to works of philosophy, literature, the social sciences, and other persuasive media

G. Construct arguments in essay format which employ the methods of critical reasoning listed above, while avoiding the the pitfalls of common fallacies
H. Evaluate ones own system of beliefs, assumptions, inferences and justifications using the methods of critical reasoning

Course Content:

1. Formal symbolization in sentential logic
    1. Meaning, syntax and conceptual content in ordinary language
    2. Formal conversion of ordinary language using constants and operators
2. Formal proof methodologies
    1. truth tables and Ven diagrams
    2. Basic rules of natural deduction
    3. proof strategies in natural deduction
    4. formal fallacies
3. Inductive strategies
    1. confirmation theory
    2. probability
    3. experimental design
    4. scientific methodologies
4. Informal argumentation strategies
    1. the application of formal logical rules to natural language arguments
    2. constructing clear, rational and effective arguments in natural language
    3. avoiding informal fallacies
    4. evaluating our own biases, beliefs, assumptions, and justifications
5. The role of logic in humanities disciplines
    1. analyzing arguments in philosophy
        1. arguments in historical and contemporary ethical philosophy
        2. arguments in historical and contemporary political philosopy
        3. arguments in historical and contemporary metaphysics
    2. analyzing arguments in literature
        1. arguments with fictional narrative
        2. argument using metaphor
6. Logic and culture
    1. Non-western approaches to logic
    2. Feminist approaches to logic

Methods of Instruction:

1. Lecture - Lectures on central concepts in logic.
2. Discussion - Group discussion on selected topics.
3. Student Presentations - Course will contain at least one student presentation.
4. Classroom Activity - Classroom activities applying and analyzing selected topics in logic.
5. Projects - Course will contain at least one project.
6. Course text readings

7. Problem sets done in groups and as homework

Typical Assignments

A. Reading:
    1. Read chapter 1 in our logic textbook and be prepared to discuss the difference between syntax, semantics, and conceptual content.
B. Writing:
    1. Problem sets
        1. Example: Formalize the following arguments using the operators and constants of sentential logic and prove their validity or invalidity using the system of natural deduction
    2. Essays
        1. Example: Analyze the argument in Plago's Eythyphro, and create a structured 5 paragraph essay that explains Plato's main argumentative strategy and evaluates the effectiveness of his argument. Note places where Plato committs formal or informal fallacies in his reasoning.
    3. Homework
        1. Evaluate an article in popular media reporting on a scientific discovery. Analyze the use of scientific reasoning, probabaility, experimental design, and/or induction presented in the article.
C. Other:
    1. Class presentations
        1. As a group, develop a sound argument on a controversial claim approved by the instructor. Use at least 3 sources, and the methods of reasoning and argument development covered in class. Present the argument to the class in a 15 minute presentation, and hand out an outline of each group members argument to each member of our class. Please allow 10 minutes at the end of your presentation to respond to challenges made to your argumentative methodology by your fellow students.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 2-3
B. Quizzes
    1. 2-5
C. Papers
    1. 3-5
D. Oral Presentation
    1. 1
E. Projects
    1. 1-2
F. Group Projects
    1. 1-2

G. Class Participation
    1. weekly
H. Class Work
    1. weekly
I. Home Work
    1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Apply the basic principles of causal and probabilistic reasoning.
B. Identify, describe and evaluate the informal logical fallacies.
C. Use natural deduction to evaluate the validity of arguments in propositional logic.

Textbooks (Typical):

Textbook:

1. Stan Baronett *Logic.* 5th ed., Oxford University Press: USA, 2021.
2. Paul Herrick *Introduction to Logic.* 1st ed., Oxford University Press, 2012.
3. Patrick Hurley *A Concise Introduction to Logic.* 13th ed., Wadsworth/Thompson, 2018.
4. Hugh LaFollette *Ethics in Practice: An Anthology.* 6th ed., W. W. Norton, 2025.
5. Steven Cahn *Exploring Philosophy: An Introductory Anthology.* 8th ed., Oxford University Press: USA, 2023.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: PHIL 8 - Logic and Argumentation

Course Modification: PHIL 8 - Logic and Argumentation (Launched - Implemented 11-05-2024)
compared with
PHIL 8 - Logic and Argumentation (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025
Catalog Description
Logic and Argumentation. ~~—~~ _ This course is designed to develop effective reasoning skills. ~~–~~ _ Valid reasoning through formal deductive logic is emphasized, but the course also covers meaning in language, fallacies, and inductive reasoning methods in philosophy, literature and the sciences. This course differs from Philosophy 6 (Introduction to Logic) in that it has a prerequisite of English ~~1A~~ C1000 and involves the application of logical technique to a major research paper.

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Course Content

Lecture Content

1. Formal symbolization in sentential logic

    1. Meaning, syntax and conceptual content in ordinary language
    2. Formal conversion of ordinary language using constants and operators

2. Formal proof methodologies

    1. truth tables and Ven diagrams
    2. Basic rules of natural deduction
    3. proof strategies in natural deduction
    4. formal fallacies

3. Inductive strategies

    1. confirmation theory
    2. probability
    3. experimental design
    4. scientific methodologies

4. Informal argumentation strategies

    1. the application of formal logical rules to natural language arguments
    2. constructing clear, rational and effective arguments in natural language
    3. avoiding informal fallacies
    4. evaluating our own biases, beliefs, assumptions, and justifications.

5. The role of logic in the humanities disciplines

    1. analyzing arguments in philosophy

1. arguments in historical and contemporary ethical philosophy
2. arguments in historical and contemporary political philosophy
3. arguments in historical and contemporary metaphysics

2. analyzing arguments in literature

1. arguments with fictional narrative
2. arguments using metaphor

6. Logic and culture

1. Non-western approaches to logic
2. Feminist approaches to logic

7. Developing extended argumentative essays

1. Essay struture
2. Paragraph structure
3. Research methodologies
4. Compositional strategies
5. APA essay format
6. Peer review and self review
7. Effective oral presentation of arguments
8. Completing writing assignments totaling 6,000 words

Methods of Instruction

Check all that apply:

- Discussion
  Comments
- Lecture
  Comments
- Observation
  Comments
- Student Presentations
  Comments

Equity Based Curriculum

- Course Content
  Address
  The course content for this course explicitly discusses feminist and non-western approaches to logic.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

    1. Problem sets

        1. Example: Formalize the following arguments using the operators and constants of sentential logic and prove their validity or invalidity using the system of natural deduction

    2. Extended argumentative essay

1. Extended argumentative essay: Your essay should begin with a clear thesis statement and opening paragraph. Analysis should involve a literature review of research relative to your thesis statement. Arguments found within the literature review must be compared, contrasted and evaluated using the tools of logic learned throughout this course. Independent arguments must be generated in response to the arguments analyzed. You must defend your thesis statement against the strongest counter arguments. The essay must follow APA format in structure and will be a minimum of 3,500 words.

3. Homework

1. Evaluate an article in popular media reporting on a scientific discovery. Analyze the use of scientific reasoning, probabaility, experimental design, and/or induction presented in the article.

2. **Assignment Type** _ Reading
Add Assignment _

1. Read chapter 1 in our logic textbook and be prepared to discuss the difference between syntax, semantics, and conceptual content.

3. **Assignment Type** _ Other
Add Assignment _

1. Class presentations

1. As a group, develop a sound argument on a controversial claim approved by the instructor. Use at least 3 sources, and the methods of reasoning and argument development covered in class. Present the argument to the class in a 15 minute presentation, and hand out an outline of each group members argument to each member of our class. Please allow 10 minutes at the end of your presentation to respond to challenges made to your argumentative methodology by your fellow students.

1. ~~Reading~~

1. ~~Read chapter 1 in our logic textbook and be prepared to discuss the difference between syntax, semantics, and conceptual content.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of PHIL 8, the student should be able to check~~ Check for the validity of arguments using truth tables and formal rules in a system of natural deduction.
2. **Outcome Text**
   ~~Upon completion of PHIL 8, the student should be able to compose~~ Compose an extended argumentative essay using effective logical tools and sound essay structure.
3. **Outcome Text**
   ~~Upon completion of PHIL 8, the student should be able to identify~~ Identify , critique and avoid both formal and informal fallacies in argumentation.

~~Requisites/Requisite Validation~~

~~Requisites~~

1. ~~**Requisite Type** - Prerequisite~~
   ~~**Subject** - ENG (English)~~
   ~~**Requisite Course** - ENG 1A - Critical Reading and Composition(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Summarize a thesis and main points;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Analyze main ideas;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Evaluate the validity and logic of the text's reasoning and support;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Create a coherent position or argument based on reading;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Write multiple-paragraph papers that:~~

~~**Degree of Importance** - Recommended~~

- ~~- Accurately and appropriately respond to a given assignment;~~
  ~~**Degree of Importance** - Required~~
- ~~- Develop a relevant, focused thesis;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Are well-organized and coherently move from coordinating to subordinating points;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Are well-developed with sufficient and relevant evidence;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use standard American English correctly;~~
  ~~**Degree of Importance** - Required~~
- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Recommended~~

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and

effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~Instructor~~ On average this will ~~communicate with students to clarify student progress and course content. Example: You seem to~~ be ~~falling~~ done ~~behind~~ weekly, ~~in~~ but ~~the~~ at ~~class? Can~~ least ~~I~~ 10 ~~do~~ times ~~anything~~ per ~~to help you be more successful?~~ term.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  On ~~Discussion~~ average ~~boards~~ this will be ~~used~~ done weekly, but at least 10 times per term.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback ~~foster~~ students ~~student-content~~ on ~~interaction, student-student interaction,~~ assignments and ~~student-instructor interaction~~ assessments. ~~Discussion~~ Students ~~of~~ will ~~arguments~~ know the reason for the grade they received and ~~argument~~ what ~~structure~~ they ~~works~~ can ~~well~~ do ~~in~~ to improve.*
  Frequency
  On average this ~~format.~~ will ~~Example~~ be ~~of~~ done ~~student/instructor interaction via discussion boards: Post an argument for or against the claim that plagiarism is morally wrong. Offer your argument both in paragraph form~~ weekly, ~~and~~ but ~~in~~ at ~~the~~ least ~~form~~ 10 ~~of~~ times ~~an~~ per ~~argument tree. I will respond to your argument by Wednesday of this week. After I respond, defend your claim further by offering a logical response to any objections that were raised in my post to you~~ term.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Announcements~~ On average this will be ~~posted~~ done ~~regularly to update students on the progress of the course. Example: Welcome to week X. This week we will cover topics Y and Z. Due dates will be P, Q and R. Good job last week with A, B and C. Good luck this week!~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~The feedback section within the Blackboard gradebook allows for detailed feedback to students o their performance in the course, as well as recommendations for improvements. Example: Your assignment on Mill's methods contained a good analysis of 1 and 2~~ weekly, but ~~example~~ at ~~3~~ least ~~did~~ 10 ~~not~~ times ~~really~~ per ~~show constant conjunction because there were exceptions listed~~ term. ~~Be sure to give specific responses to apply to each part of the question so you can get full credit next time!~~

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency

On ~~Discussion~~ average ~~boards~~ this will be ~~used~~ done ~~to foster student-content interaction~~ weekly , ~~student-student interaction, and student-instructor interaction. Discussion of arguments and argument structure works well in this format. Example of student/student interaction via discussion boards: Post an argument for or against the claim that plagiarism is morally wrong. Offer your argument both in paragraph form, and in the form of an argument tree. After posting your argument, look~~ but at ~~the~~ least ~~arguments~~ 10 ~~of~~ times ~~2~~ per ~~classmates who argue for the opposite conclusion. Explain your reasons for disagreeing with their argument. At the end of the week, offer a logical response to anyone who has responded to your original post~~ term .

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

  Frequency

  ~~Group~~ At ~~projects~~ least ~~and~~ once ~~group~~ per ~~discussion boards will facilitate interaction and collaboration among students. Example group work. In consort with your group members, design an experiment and show how it can be used to check for causation using all 3 of Mill's methods of induction. Post your response to the discussion board, then reply to the work of 2 other groups and evaluate their design and inference claims by responding to their posts~~ term .

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

  Frequency

  On average this will be done weekly, but at least 10 times per term.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

  Frequency

  At least once per term.
- **Written papers:** *Papers will be written on various topics.*

  Frequency

  ~~Written~~ On ~~papers~~ average this will ~~give~~ be ~~students~~ done ~~an~~ weekly, ~~opportunity~~ but ~~to~~ at ~~develop~~ least ~~and~~ 10 ~~apply~~ times ~~the~~ per ~~content~~ term. ~~of~~ This ~~the~~ may ~~informal~~ overlap ~~logic~~ with ~~section~~ discussion ~~of the course. Example: Write a 2 page essay detailing any informal fallacies found in periodical of your choice~~ boards .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

  Frequency

  ~~Quizzes,~~ At ~~tests~~ least ~~and~~ 4 ~~exams~~ times ~~will~~ per ~~be used to evaluate student learning. Example test: Midterm requiring 10 formal proofs using natural deduction and checked by proof-~~

~~checker software imbedded in course. Example Quiz: 8 question unit quiz detailing the specifics of experimental design~~ term .

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  ~~Mini-lectures~~ On average this will ~~cover~~ be ~~each~~ done ~~section~~ weekly, ~~of~~ but ~~class~~ at ~~content. Example Lecture:~~ least 10 ~~minute~~ times ~~lecture~~ per ~~showing how to pick out formal fallacies by converting ordinary language into constants and operators and discerning improper proof structure~~ term .
- **Other:**
  Frequency
  Software-based logic and proof checker. Imbedded software will be used to help coach students in proof strategy and evaluate for formal validity. At least 4 times per term.

Textbooks/Materials

Textbook

1. **Title** Logic
   Edition ~~3rd~~ 5th
   Year ~~2016~~ 2021
2. **Title** Introduction to Logic
   Edition 1st
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   This ~~book~~ text ~~continues~~ has ~~to~~ not ~~be~~ been re-published for 12 years, but it remains an industry standard ~~;~~ ~~though~~ and ~~it~~ is ~~was~~ actively ~~published~~ in ~~6 years ago~~ print .
3. **Title** A Concise Introduction to Logic
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   This textbook has not been reprinted for 6 years, but remains the industry standard and is unparalleled in depth, clarity, and supporting resources.
4. **Title** The Publication Manual of the American Psychological Association
   Edition ~~6th~~ 7th
   Year ~~2009~~ 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~This is the most recent edition of the most significant and best-selling style guide in the behavioral and social sciences.~~
5. **Title** The Simon and Schuster Handbook for Authors
   Year ~~2016~~ 2023
6. **Author(s)** ~~Staven~~ Steven Cahn
   Title Exploring Philosophy: An Introductory Anthology
   Edition ~~6th~~ 8th
   Year ~~2017~~ 2023
7. **Author(s)** ~~Jonathan~~ Hugh ~~Wolf~~ LaFollette
   Title ~~Readings~~ Ethics in ~~Moral~~ Practice: ~~Philosophy~~ An Anthology
   Edition ~~1st~~ 6th
   Year ~~2017~~ 2025

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 1B - Critical Thinking Composition
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- 3B - Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID proposal ~~No~~ Yes
C-ID PHIL 110
Already approved unsubstantial change Yes

- 1B - Oral Communication and Critical Thinking
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date
~~10~~ 11 / ~~01~~ 04 / ~~2018~~ 2024

Parent Course
No Previous Course
PHIL 8 - Logic and Argumentation

Entry of Special Dates

- Board of Trustees
  ~~01/15/2019~~

- State Approval

  ~~01/24/2019~~

- CC Approval

  ~~11/19/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -
~~08/15/2019~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Philosophy 8
Logic and Argumentation
Effective: Fall 2025

Catalog Description:

PHIL 8 - Logic and Argumentation
4.00 Units

Logic and Argumentation. This course is designed to develop effective reasoning skills. Valid reasoning through formal deductive logic is emphasized, but the course also covers meaning in language, fallacies, and inductive reasoning methods in philosophy, literature and the sciences. This course differs from Philosophy 6 (Introduction to Logic) in that it has a prerequisite of English C1000 and involves the application of logical technique to a major research paper.

Course Grading: Letter Grade Only

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline:

Philosophy

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, summarize, and diagram arguments given in diverse natural language texts.
B. Identify, critique and avoid both formal and informal fallacies in argumentation;
C. Symbolize ordinary language arguments using the operators and constants of sentential logic;
D. Check for the validity of arguments using truth tables and formal rules in a system of natural deduction;
E. Comprehend, utilize and apply the distinction between syntax, symantics, and conceptual content in language and arguments;
F. Explain, evaluate, and apply the most basic elements of induction, confirmation, probability theory, and scientific methodology;

G. Evaluate ones own system of beliefs, assumptions, inferences and justifications using the methods of critical reasoning.
H. Construct arguments in essay format that employ the methods of critical reasoning listed above, while avoiding the the pitfalls of common fallacies.
I. Apply the various methods of critical reasoning discussed above to works of philosophy, literature, the social sciences, and other persuasive media;
J. Compose extended argumentative essays utilizing effective logical tools and sound essay structure.

Course Content:

1. Formal symbolization in sentential logic
    1. Meaning, syntax and conceptual content in ordinary language
    2. Formal conversion of ordinary language using constants and operators
2. Formal proof methodologies
    1. truth tables and Ven diagrams
    2. Basic rules of natural deduction
    3. proof strategies in natural deduction
    4. formal fallacies
3. Inductive strategies
    1. confirmation theory
    2. probability
    3. experimental design
    4. scientific methodologies
4. Informal argumentation strategies
    1. the application of formal logical rules to natural language arguments
    2. constructing clear, rational and effective arguments in natural language
    3. avoiding informal fallacies
    4. evaluating our own biases, beliefs, assumptions, and justifications.
5. The role of logic in the humanities disciplines
    1. analyzing arguments in philosophy
        1. arguments in historical and contemporary ethical philosophy
        2. arguments in historical and contemporary political philosophy
        3. arguments in historical and contemporary metaphysics
    2. analyzing arguments in literature
        1. arguments with fictional narrative
        2. arguments using metaphor
6. Logic and culture
    1. Non-western approaches to logic
    2. Feminist approaches to logic
7. Developing extended argumentative essays
    1. Essay struture
    2. Paragraph structure
    3. Research methodologies
    4. Compositional strategies
    5. APA essay format

6. Peer review and self review
7. Effective oral presentation of arguments
8. Completing writing assignments totaling 6,000 words

Methods of Instruction:

1. Written Exercises - Writing assignments totaling 6,000 words, including an extended research paper
2. Critique - Peer and instructor review of written work
3. Observation -
4. Research - methodologies demonstrated for students
5. Discussion -
6. Student Presentations -
7. Lecture -
8. Problem sets done in groups and as homework
9. Multi-media presentations & analysis
10. Course text readings

Typical Assignments

A. Writing:
    1. Problem sets
        1. Example: Formalize the following arguments using the operators and constants of sentential logic and prove their validity or invalidity using the system of natural deduction
    2. Extended argumentative essay
        1. Extended argumentative essay: Your essay should begin with a clear thesis statement and opening paragraph. Analysis should involve a literature review of research relative to your thesis statement. Arguments found within the literature review must be compared, contrasted and evaluated using the tools of logic learned throughout this course. Independent arguments must be generated in response to the arguments analyzed. You must defend your thesis statement against the strongest counter arguments. The essay must follow APA format in structure and will be a minimum of 3,500 words.
    3. Homework
        1. Evaluate an article in popular media reporting on a scientific discovery. Analyze the use of scientific reasoning, probabaility, experimental design, and/or induction presented in the article.
B. Reading:
    1. Read chapter 1 in our logic textbook and be prepared to discuss the difference between syntax, semantics, and conceptual content.
C. Other:
    1. Class presentations
        1. As a group, develop a sound argument on a controversial claim approved by the instructor. Use at least 3 sources, and the methods of reasoning and argument development covered in class. Present the argument to the class in a 15 minute

presentation, and hand out an outline of each group members argument to each member of our class. Please allow 10 minutes at the end of your presentation to respond to challenges made to your argumentative methodology by your fellow students.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 1-3
B. Quizzes
    1. 2-5
C. Research Projects
    1. 1-2
D. Papers
    1. writing assignments totaling 6,000 words
E. Oral Presentation
    1. 1-2
F. Projects
    1. 1-2
G. Group Projects
    1. 1-2
H. Class Participation
    1. weekly
I. Class Work
    1. weekly
J. Home Work
    1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Check for the validity of arguments using truth tables and formal rules in a system of natural deduction.
B. Compose an extended argumentative essay using effective logical tools and sound essay structure.
C. Identify, critique and avoid both formal and informal fallacies in argumentation.

Textbooks (Typical):

Textbook:

1. Stan Baronett *Logic.* 5th ed., Oxford University Press, 2021.
2. Herrick, P., Paul Herrick *Introduction to Logic.* 1st ed., Oxford University Press, 2012.
3. Patrick Hurley *A Concise Introduction to Logic.* 13th ed., Wadsworth/Thompson, 2018.
4. American Psychological Association *The Publication Manual of the American Psychological Association.* 7th ed., American Psychological Association, 2020.
5. Troyka J Q, Gordon E R *The Simon and Schuster Handbook for Authors.* 11th ed., Simon and Schuster, 2023.

6. Steven Cahn *Exploring Philosophy: An Introductory Anthology.* 8th ed., Oxford University Press: USA, 2023.
7. Hugh LaFollette *Ethics in Practice: An Anthology.* 6th ed., W. W. Norton, 2025.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: PHTO 51B - Individual Projects B

Course Modification: PHTO 51B - Individual Projects B (Launched - Implemented 11-03-2024)
compared with
PHTO 51B - Individual Projects B (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	9
Lab Hours	54
Inside of Class Hours	63
Outside of Class Hours	18

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Photography
   Condition _ or
2. **Minimum Qualification** _ Photographic Technology/Commercial Photography
   Interdisciplinary _
   Condition

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments

  _
- Critique
  Comments

- Demonstration
  Comments

- Lab
  Comments

- Lecture
  Comments
  work from artists with diverse backgrounds is presented and discussed

Equity Based Curriculum

- Methods of Instruction
  ~~Explain~~ **Address**
  ~~Selected~~ In ~~readings~~
  lecture, work from artists with diverse backgrounds is presented and discussed

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. Selected readings form textbook and other materials.

2. **Assignment Type** Research
   Add Assignment

   1. Research and explore methods of presentation, exhibition, and installation of work

3. **Assignment Type** Other
   Add Assignment

   1. Explore successful strategies utilizing both artificial and natural light sourcing

   2. Explore hybrid processes using both digital and analog photography techniques to create work
   3. ~~Research and explore methods of presentation, exhibition, and installation of work~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Produce a portfolio of photographic prints demonstrating proficiency with film-based darkroom or digital, computer-based equipment.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Communicate Visually and Symbolically** : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Develop Ideas** : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** Use critical thinking skills to identify and apply appropriate technology to achieve objectives

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Requisite Course PHTO 51A - Individual Projects A(~~Historical~~ Active)
   Requisite Validation ~~Content Review~~ Advisory
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~Refine technical skills acquired in previous course work~~
     ~~**Degree of Importance**~~ ~~Recommended~~
   - ~~Develop an appreciation for problems involved in defining and pursuing individual project goals~~
     ~~**Degree of Importance**~~ ~~Recommended~~
   - ~~Produce photographic prints demonstrating proficiency with film-based darkroom or digital, computer-based equipment~~
     ~~**Degree of Importance**~~ ~~Recommended~~
   - ~~Experiment with alternative photographic processes~~
     ~~**Degree of Importance**~~ ~~Recommended~~
   - ~~Prepare work for exhibition~~
     ~~**Degree of Importance**~~ ~~Recommended~~

Catalog View **Recommended Course Preparation:** PHTO 51A with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Projects
  Frequency
  Minimum of three
- ~~Group~~ with ~~Projects~~
  ~~Frequency~~ -
  ~~One~~ one group show .
- Class Participation
  Frequency
  Daily
- Lab Activities
  Frequency
  Weekly

Please Explain

Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the assignment and to apply them to the critique.

Distance Education

Does (or will) this course have a DE component? Yes
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is*

delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

Explain why this course should be offered in Distance Education mode.

Student accessibility

Explain how the decision was made to offer this course in a Distance Education mode.

In consultation with the Dean

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Closed captioning for videos.
- _ Transcription for audio.
- _ Alt-text/ tags for images.
- _ Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- _ Formatting and coding to make tables accessible for screen readers.
- _ Exploratory links.
- _ Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
~~No~~ Yes
The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Twice monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  At the discretion of the instructor
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  As needed.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Monthly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  Monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency
Weekly labs.

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  Monthly.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  Twice-monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Monthly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Weekly.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency
  Monthly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  Monthly.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Monthly.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  One midterm and final review of work
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  At least one.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  At least three
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  One group show.

Textbooks/Materials

Textbook

1. **Author(s)** David ~~Duchemin~~ duChemin
   Title The Soul of the Camera
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   classic
2. **Author(s)** ~~Jim~~ Luigi ~~Nickelson~~ Barbano
   Title Fine Art ~~Inkjet~~ Ink-Jet Printing (The F Manual)
   Publisher ~~Rocky~~ Independently ~~Nook, Inc.~~ published
   ISBN-13 979-8575302582
   Year ~~2017~~ 2020
3. **Author(s)** Chris Marquardt ~~;~~ ~~Anika~~ and ~~Andrea~~ Monika Andrae
   Title The Film Photography Handbook : Rediscovering Photography in 35mm, Medium, and Large Format
   Edition ~~1st~~ 3rd
   Year ~~2016~~ 2023

Other Materials Required of Students

v

1. **Enter Required Material**
   Digital, mirrorless, or 35 mm ~~or digital~~ camera - one that accepts interchangeable lenses is preferred
   and can take photos in medium and large format.

Codes and Dates

Course Codes

Originator ~~Horvath, Deanna~~ Kutil, Craig

Origination Date

~~12/~~ 10/ ~~2019~~ 25/2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

No Previous Course

PHTO 51B - Individual Projects B

Entry of Special Dates

- Board of Trustees

  ~~03/20/2020~~

- State Approval

  ~~03/23/2020~~

- CC Approval

  ~~03/02/2020~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

11/03/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Photography 51B
Individual Projects B
Effective: Fall 2025

Catalog Description:

PHTO 51B - Individual Projects B
1.50 Units

Continued study on advanced topics of photography and exhibition, installation, and portfolio of photography.

Recommended Course Preparation: PHTO 51A with a minimum grade of C

Course Grading: Optional

Lecture Hours	9
Lab Hours	54
Inside of Class Hours	63
Outside of Class Hours	18

Discipline:

Photography, or Photographic Technology/Commercial Photography

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Learn technical skills to produce photographic images in digital, traditional, and alternative processes
B. Research photographic projects for successful completion of portfolio
C. Produce photographic prints demonstrating advanced skill with film-based darkroom or digital, computer-based equipment
D. Use alternative photographic processes
E. Prepare work for exhibition using advanced techniques
F. Produce a high level portfolio of images

Course Content:

Lab:

1. Use a computer to post process images and ready for printing
2. Use a dark room or wet photo lab to print photographs on various types of paper
3. Use inkjet printers to output digital photographs
4. Use wet lab to develop digital negative and positive material
5. Use facilities to prepare images for mounting, matting, framing, exhibition, or other installation
6. Use the computer and wet labs to prepare images for porfolio production

Lecture:

1. Advanced critical evaluation of visual images
2. Advanced output of digital or analog imagery on larger and higher quality printing materials
3. Advanced use of sophisticated cameras and image capture devices
4. Research and exploration of advanced topics in photography
5. Advanced portfolio development
6. Advanced techniques in exhibition and installation of work

Methods of Instruction:

1. Lecture - work from artists with diverse backgrounds is presented and discussed
2. Lab -
3. Audio-visual Activity -
4. Demonstration -
5. Critique -
6. Preparation and public display of mounted prints

Typical Assignments

A. Reading:
    1. Selected readings form textbook and other materials.
B. Research:
    1. Research and explore methods of presentation, exhibition, and installation of work
C. Other:
    1. Explore successful strategies utilizing both artificial and natural light sourcing
    2. Explore hybrid processes using both digital and analog photography techniques to create work

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One midterm and final review of work
B. Portfolios
    1. One
C. Projects
    1. Minimum of three with one group show.
D. Field Trips

1. One

E. Class Participation
    1. Daily
F. Lab Activities
    1. Weekly
G. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the assignment and to apply them to the critique.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Produce a portfolio of photographic prints demonstrating proficiency with film-based darkroom or digital, computer-based equipment.

Textbooks (Typical):

Textbook:

1. David duChemin *The Soul of the Camera*. 1st ed., Rocky Nook, Inc., 2017.
2. Luigi Barbano *Fine Art Ink-Jet Printing (The F Manual)*. 1st ed., Independently published, 2020.
3. Chris Marquardt and Monika Andrae *The Film Photography Handbook: Rediscovering Photography in 35mm, Medium, and Large Format*. 3rd ed., Rocky Nook, Inc., 2023.

Other Materials Required of Students

Other Materials Required of Students:

1. Digital, mirrorless, or 35 mm camera - one that accepts interchangeable lenses is preferred and can take photos in medium and large format..
2. Photographic film, paper, and mounting materials .
3. Inkjet photo paper.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: PHTO 60 - Intermediate Black and White Photography

Course Modification: PHTO 60 - Intermediate Black and White Photography (Launched - Implemented 10-28-2024)
compared with
PHTO 60 - Intermediate Black and White Photography (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** Photography - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2021
2. **Program** Photography - Associate of Arts Degree (Active) - Fall 2021

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Photography
   Condition or
2. **Minimum Qualification** Photographic Technology/Commercial Photography
   Interdisciplinary
   Condition

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** ~~Demonstrate~~ Create ~~familiarity~~ a ~~with~~ digital negative
2. **Group Title** Use exposure and development controls applied to black and white materials
3. **Group Title** Use various types of black and white films including exposure/development relationships
4. **Group Title** Operate specialized printing controls, including contrast control, processing variations, and the use of chemical additives to processing solutions to improve print quality
5. **Group Title** Evaluate print quality and presentation effectiveness
6. **Group Title** Evaluate the various types of papers, such as warm and cold tone, as well as the general characteristics of black and white film emulsion
7. **Group Title** Utilize archival processing and be able to describe the techniques for processing for permanence
8. **Group Title** Demonstrate visual skills of black and white photography including composition and black and white aesthetics

Course Content

Lab Content

1. Developing medium and large format film.
2. Scanning negatvies.
3. Convert digital negatives to transparency film.
4. Creating large prints in the darkroom.
5. Toning prints.
6. Develop film into positive transparecies.
7. Cutting mats and preparting prints.
8. Utilze lights and studio for assignments.

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
- Demonstration
  Comments
- Field Trips

Comments
to museums

- Lab
  Comments
- Lecture
  Comments
  work from artists with diverse backgrounds is presented and discussed

Equity Based Curriculum

- Methods of Instruction
  Address
  In lecture, work from artists with diverse backgrounds is presented and discussed
- Assignments
  Address
  For projects, students are encouraged to pick subjects that speak to their lived experiences.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. Collect and provide written critiques on examples of excellent photography based on criteria developed in class discussions.

2. **Assignment Type** Project
   Add Assignment

   1. Students are encouraged to pick subjects that speak to their lived experiences.

      1. Create a “nine-negative test” of a studio still life with 3 pieces of bulk film, one normally developed, one over-developed, and one under-developed.

         1. Make a good full total range print of each of the nine shots.

2. Experiment with the various toners and with hand coloring techniques in production of five different prints based on one negative.

3. Shoot the same scene with at least five different filters and produce the best resulting print.

4. Using three different focal length lenses, shoot the same urban streetscape. With each lens explore the range depth-of-field focus, with intent of each being an excellent composition.

5. ~~Collect and provide written critiques on examples of excellent photography based on criteria developed in class discussions.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Demonstrate visual skills of black and white photography including composition and black and white aesthetics, and provide evidence of these skills in a portfolio of student work.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Visually and Symbolically : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Understand Artistic Expression : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Use appropriate technology to acquire, organize, analyze, and communicate

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Requisite Course PHTO 50 - Introduction to Photography(~~Historical~~ Active)
   Requisite Validation ~~Content Review~~ Advisory
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

- ~~- Discuss the history of photography and its various vocational and avocational applications~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Apply the basic principles of the photographic process from the forming of the image and the exposure of the firm, to the reproduction of a photograph by means of contact printing and enlarging~~
  ~~**Degree of Importance** - Required~~
- ~~- Demonstrate the essential mechanisms of the camera and the functional relationships of those mechanism~~
  ~~**Degree of Importance** - Required~~
- ~~- Use various photographic materials, including film printing paper and photo chemistry~~
  ~~**Degree of Importance** - Required~~
- ~~- Develop black and white film, and make contact prints and enlargements from negatives~~
  ~~**Degree of Importance** - Required~~
- ~~- Apply the skills and discipline necessary for reasonable success in photography through proper handling of equipment, facilities, and materials~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Practice spotting and dry mounting black and white photographs~~
  ~~**Degree of Importance** - Recommended~~

Catalog View **Recommended Course Preparation:** PHTO 50 with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  at least one per semester
- Quizzes
  Frequency
  at least two per semester
- Portfolios
  Frequency
  One major final portfolio
- Projects
  Frequency
  at least five per semester
- Field Trips
  Frequency
  at least one per semester
- Class Participation
  Frequency
  daily
- Home Work

Frequency
at the discretion of the instructor

- Lab Activities
  Frequency
  at least weekly

Please Explain

Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply them to oral critique of photographs submitted.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~**Fully**~~ **Online** **with the Flexible In-Person Component** **(~~FO~~ OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by ~~only~~ online materials and activities delivered through the college's learning management system, and through the use of other required materials. ~~All approved~~ Approved instructional ~~contract~~ contact hours are delivered through ~~those~~ online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online ~~interactions~~ interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials . Any ~~synchronous~~ portion ~~requirements~~ of ~~are~~ a ~~listed~~ class ~~in~~ that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings .*

Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency** **Fully Online (~~FO~~ EFO):** *~~Instruction~~ taught ~~involving regular and effective~~ fully online ~~interaction that takes place synchronously or asynchronously and is supported by~~ only ~~materials~~ in ~~and activities delivered through the college's learning management system, and through the use~~ case of*

~~other~~ an ~~required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes~~ emergency .

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Hands on lab work is essential and is a best practice.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity .

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~Twice~~ At ~~Monthly.~~ the discretion of the instructor
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  ~~Twice~~ As ~~Monthly.~~ needed
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  Monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Weekly ~~:~~ lab meetings
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  ~~Weekly~~ Monthly .

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Twice~~ At ~~Monthly.~~ the discretion of the instructor
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency
  ~~Weekly~~ Monthly .

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Minimum ~~six~~ two quizzes per semester, one midterm and final exam.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  ~~Seven~~ Five projects per ~~semester.~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Once during the~~ semester.
- **Other:**
  Frequency
  One portfolio.

Textbooks/Materials

Textbook

1. **Author(s)** Marc Newton
   Title The School of Photography: Beginner's Guide: Master your camera, clear up confusion, create stunning imagery
   Edition 2nd
   Publisher Ilex Press
   Year 2023
2. **Author(s)** Cole Nelson
   Title Things Every Photographer Should Know: Mastering Composition, Lighting, Lenses, Focus, Editing, Posing, Storytelling, Color Theory, Exposure, and Much More!
   Edition 1st
   Publisher Spotlight Media
   Year 2024
3. **Author(s)** Chris Marquardt, Monika Andrea
   Title The Film Photography Handbook : Rediscovering Photography in 35mm, Medium, and Large Format
   Edition ~~1~~ 3rd
   Publisher Rocky Nook, Inc.
   Year ~~2016~~ 2023
4. **Author(s)** David Taylor
   Title Photo-Graphics: Exposure: An Infographic Guide to Photography
   Edition 1st
   Publisher Ammonite Press
   ISBN-13
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) Classic
   Or Equivalent No
5. **Author(s)** Bruce Barnbaum

Title The Art of Photography
Edition 2nd
Publisher Rocky Nook, Inc.
ISBN-13
Year 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Classic
Or Equivalent No

6. **Author(s)** Michael Freeman
Title Black and White Photography: Timeless Art of Monochrome
Edition 1
Publisher Ilex
ISBN-13
Year 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
Already Approved ~~No~~ Yes
- Transfers to ~~CSU~~
~~**Comments**~~ -
~~**New Request**~~ - ~~No~~
~~**Already approved substantial change**~~ - ~~No~~ UC
Already approved unsubstantial change ~~No~~
- - ~~Transfers to CSU~~
~~**Already approved unsubstantial change**~~ - ~~No~~
- - ~~Transfers to CSU~~
~~**Comments**~~ -
~~**New Request**~~ - ~~No~~
~~**Already approved substantial change**~~ - ~~No~~
~~**Already approved unsubstantial change**~~ - ~~No~~
- - ~~Transfers to CSU~~
~~**Comments**~~ -
~~**New Request**~~ - ~~No~~
~~**Already approved substantial change**~~ - ~~No~~
~~**Already approved unsubstantial change**~~ - ~~No~~
~~**Effective Semester**~~ - Yes

Codes and Dates

Course Codes

Origination Date

~~07~~ 10 / ~~29~~ 23 / ~~2021~~ 2024

Parent Course

No Previous Course

PHTO 60 - Intermediate Black and White Photography

Entry of Special Dates

- Board of Trustees

  ~~01/16/2018~~
- State Approval

  ~~01/18/2018~~
- CC Approval

  ~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date

~~08/15/2018~~

10/28/2024

Course CB Codes

CB11: Course Classification Status

Y - Credit Course

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB27: Upper Division Status N - Course is not an upper division course

LAS POSITAS COLLEGE

Course Outline for Photography 60
Intermediate Black and White Photography
Effective: Fall 2025

Catalog Description:

PHTO 60 - Intermediate Black and White Photography
3.00 Units

Using exposure/development controls related to black and white negative materials. Development of intermediate/advanced print making skills. Emphasis on visual and critical problems related to black and white photography.

Recommended Course Preparation: PHTO 50 with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Photography, or Photographic Technology/Commercial Photography

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 a digital negative
B. Use exposure and development controls applied to black and white materials
C. Use various types of black and white films including exposure/development relationships
D. Operate specialized printing controls, including contrast control, processing variations, and the use of chemical additives to processing solutions to improve print quality
E. Evaluate print quality and presentation effectiveness

F. Evaluate the various types of papers, such as warm and cold tone, as well as the general characteristics of black and white film emulsion
G. Utilize archival processing and be able to describe the techniques for processing for permanence
H. Demonstrate visual skills of black and white photography including composition and black and white aesthetics

Course Content:

Lab:

1. Developing medium and large format film.
2. Scanning negatvies.
3. Convert digital negatives to transparency film.
4. Creating large prints in the darkroom.
5. Toning prints.
6. Develop film into positive transparecies.
7. Cutting mats and preparting prints.
8. Utilze lights and studio for assignments.

Lecture:

1. Exposure and development controls
    1. Personal film speed determination
    2. Standard film developing expansions and contractions
    3. Critical metering
    4. Exposure placement
2. Basic sensitometry
    1. Characteristic curves of film
    2. Density and exposure control
    3. Film and developer combinations
3. Filters
    1. Contrast filters
    2. Filter factors
4. Printing refinements
    1. Localized contrast control
    2. Flashing
    3. Masking
5. Print quality
    1. Paper selection and characteristics
    2. Basic print finishing and presentation
6. Photo chemistry
    1. Compounding developers and fixers
    2. Modifying print developers
    3. Chemical additives
    4. Toning
7. Archival processing
    1. Choice of chemicals

2. Toning
3. Choice of mounting materials
4. Storage and care of prints

8. Black and white films
    1. Film types
    2. Film characteristics
    3. Uses
9. Visual skills
    1. Advanced composition
    2. Black and white aesthetics
    3. Contemporary black and white images
10. Portfolio production
    1. Print editing
    2. Mounting and presentation

Methods of Instruction:

1. Demonstration -
2. Lab -
3. Audio-visual Activity -
4. Lecture - work from artists with diverse backgrounds is presented and discussed
5. Field Trips - to museums
6. In-class critique
7. Selected readings

Typical Assignments

A. Writing:
    1. Collect and provide written critiques on examples of excellent photography based on criteria developed in class discussions.
B. Project:
    1. Students are encouraged to pick subjects that speak to their lived experiences.
        1. Create a “nine-negative test” of a studio still life with 3 pieces of bulk film, one normally developed, one over-developed, and one under-developed.
            1. Make a good full total range print of each of the nine shots.
        2. Experiment with the various toners and with hand coloring techniques in production of five different prints based on one negative.
        3. Shoot the same scene with at least five different filters and produce the best resulting print.
        4. Using three different focal length lenses, shoot the same urban streetscape. With each lens explore the range depth-of-field focus, with intent of each being an excellent composition.

Methods of Evaluating Student Progress

A. Home Work

1. at the discretion of the instructor

B. Exams/Tests
    1. at least one per semester
C. Lab Activities
    1. at least weekly
D. Quizzes
    1. at least two per semester
E. Portfolios
    1. One major final portfolio
F. Projects
    1. at least five per semester
G. Field Trips
    1. at least one per semester
H. Class Participation
    1. daily
I. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply them to oral critique of photographs submitted.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate visual skills of black and white photography including composition and black and white aesthetics, and provide evidence of these skills in a portfolio of student work.

Textbooks (Typical):

Textbook:

1. Marc Newton *The School of Photography: Beginner's Guide: Master your camera, clear up confusion, create stunning imagery.* 2nd ed., Ilex Press, 2023.
2. Cole Nelson *Things Every Photographer Should Know: Mastering Composition, Lighting, Lenses, Focus, Editing, Posing, Storytelling, Color Theory, Exposure, and Much More!.* 1st ed., Spotlight Media, 2024.
3. Chris Marquardt, Monika Andrea *The Film Photography Handbook: Rediscovering Photography in 35mm, Medium, and Large Format.* 3rd ed., Rocky Nook, Inc., 2023.
4. David Taylor *Photo-Graphics: Exposure: An Infographic Guide to Photography.* 1st ed., Ammonite Press, 2017.
5. Bruce Barnbaum *The Art of Photography.* 2nd ed., Rocky Nook, Inc., 2017.
6. Michael Freeman *Black and White Photography: Timeless Art of Monochrome.* 1 ed., Ilex, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Photo paper - Arista EDU RC, 8"x10" glossy, or Ilford Multigrade RC 8"x10" glossy, or Ilford Multigrade FB 11"x14" glossy.
2. An anti-static cloth, or a blower brush or hurrican blower .
3. Negative pages (one for each roll of film you shoot) .

4. A pair of cotton gloves .
5. An absorbent cotton hand towel.
6. Black/White Film-Kodak Plus-X, Kodak Tri-X, Kodak T-Max 100, Ilford FP-4, and Ilford HP-5..
7. 11"x14" and 16"x20" Matte Board for Prints.

LAS POSITAS COLLEGE

Course Outline for Psychology 4
Brain, Mind, and Behavior
Effective: Fall 2025

Catalog Description:

PSYC 4 - Brain, Mind, and Behavior
3.00 Units

Introduction to the field of biopsychology. The biopsychology of cognitive, perceptual, emotional, developmental, and social processes. Includes the biopsychology of personality, gender, emotions, learning, learning disabilities, drugs, neurological and developmental disorders, and mental health. Examination of information and theory for practical application.

Prerequisite: PSYC C1000 with a minimum grade of C

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Psychology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Define and use basic biological, physiological, and psychological terminology of the neurosciences
B. Appraise the scientific approaches used in methodologies for the study of brain-behavior relationships and the associated ethical considerations.
C. Describe the basic organization of the human brain and nervous system
D. Describe the processes of neural conduction and synaptic transmission
E. Articulate the basic roles of the major structures and regions of the brain in behavior
F. Compare and contrast the roles of the neurotransmitters in behavior
G. Describe the basic roles of the endocrine system in human behavior

H. Discuss the neural processes involved in drug action, drug dependence and addiction
I. Analyze the biopsychological processes involved in emotions, stress, cognition, and social behavior
J. Describe the basic stages and processes involved in prenatal and post natal brain development, and how these processes relate to behavior
K. Distinguish between the roles of the cerebral hemispheres in behavior
L. Critically analyze the biopsychology of sexual behavior, sexual orientation and gender differences
M. Describe and critically analyze the biopsychology of individual differences
N. Examine the basic biopsychological processes in learning
O. Distinguish between the major categories and causes of learning disabilities
P. Discuss the biopsychological processes involved in mental health disorders, such as schizophrenia, mood and anxiety disorders
Q. Analyze the effects of neurological diseases, disorders, and injuries: such as strokes, Alzheimer's Disease, and Parkinson's Disease
R. Distinguish between normal and abnormal changes associated with aging

Course Content:

1. Introduction to biopsychology
    1. Overview of the field of biopsychology, including historical and contemporary approaches
    2. Critical analysis and discussion of the brain-mind relationship
2. Methods of study in biopsychology
    1. Overview of the basic scientific methodology used in biopsychology
    2. Thinking critically about biopsychology
    3. Research ethics applied to human and non-human animals
3. Organization of the nervous system
    1. Overview of basic brain/nervous system anatomy
        1. Major divisions of the nervous system
        2. Basic geography of the brain
        3. Major structures of the brain
        4. Meninges, ventricles, and cerebrospinal fluid
4. Cells of the nervous system
    1. Overview of basic neuron components and glial cells
    2. Function of each type of neuron
5. The synapse: neuronal communication
    1. Overview of the processes involved in neuronal communication
6. Neurotransmitters
    1. Overview of the role of the major neurotransmitters in behavior
    2. Role of neurotransmitters in mental health disorders
7. Neurotransmitters and drugs
    1. Overview of the basic principles of drug action
    2. Role of the reward circuits in substance abuse
    3. Neural adaptations to drugs
    4. Dependence and addiction
8. The endocrine system and hormones
    1. Overview of the endocrine system

2. role of hormones in behavior

9. Sensation and movement
    1. Organization of the motor system
    2. Control of muscles
    3. Organization of sensory systems
10. Regulation of internal body states
    1. Overview of homeostatic processes
    2. Role of the hypothalamus
11. Cognition
    1. Overview of the biopsychology of cognitive processes; such as, memory, problem solving, language and intelligence
    2. Neural basis of consciousness
12. Stress, emotions and motivation
    1. Overview of the biopsychology of emotions, mood and motivation
    2. Chemical, emotional, cognitive, and behavioral effects of stress
    3. Psychosocial stress and mental health disorders
    4. Limbic system and expression of emotions
    5. Prefrontal cortex and emotional behavior
13. Sleep, dreaming and circadian rhythms
    1. Overview of the physiological and behavioral correlates of sleep and dreams
    2. Role of biological rhythms in human behavior
14. Cerebral hemispheres
    1. Overview of the roles of the cerebral hemispheres in behavior
    2. Critical analysis of lateralization of function
15. The sexual brain
    1. Critical analysis of the biopsychology of gender differences and sexual orientation
    2. Biopsychology of sexual behavior
    3. Role of hormones in sexual development
16. Personality
    1. Critical analysis and discussion of the biopsychology of individual differences
    2. Critical analysis of the roles of nature and nurture in personality development
17. The malfunctioning brain
    1. Overview of the biopsychology of mental health problems; such as, anxiety and mood disorders and schizophrenia
    2. Brief overview of neuropsychological diseases and disorders; such as, autism, epilepsy, Parkinson's Disease, and Alzheimer's Disease
    3. Brief overview of the effects of strokes and brain injuries; such as aphasia, agnosia, and neglect syndrome
18. The biopsychology of development
    1. Overview of prenatal brain development
        1. Critical periods and teratogens in prenatal brain development
    2. Overview of postnatal brain development
        1. Brain/behavior changes across the life span, and how these changes relate to cognitive, emotional, and behavioral changes
        2. Role of environment in brain development

19. Learning
    1. Overview of the biopsychology of learning
        1. Basic biopsychological processes involved in learning
        2. Role of emotions in learning
        3. Variations in learning styles
    2. Overview of the disorders of learning
        1. Major learning disabilities; such as, dyslexia and attention deficit disorder, and nonverbal learning disabilities
        2. Psychosocial effects of learning disabilities
20. Aging and the healthy brain
    1. Overview of brain and behavioral changes associated with late life. A discussion of normal brain changes, and brain disorders associated with aging
    2. Health practices related to maintaining brain function

Methods of Instruction:

1. Lecture - Lecture on major themes and concepts
2. Discussion - Discussion and problem solving of significant or controversial issues
3. Audio-visual Activity - Utilization of multimedia clips.
4. Student Presentations
5. Demonstration - Demonstrations and simulations
6. Written Exercises - Written assignments
7. Readings from texts, supplementary materials, primary source materials
8. Application of concepts to personal experiences

Typical Assignments

A. Other:
    1. Lecture
        1. "The role of stress in the development of depression."
        2. "The hierarchical control of movement."
    2. Reading
        1. "Brain Structure and Functional Organization of the Brain," Chapter 2, Kolb and Whishaw, pp. 37-72.
        2. "The Individual Brain: Personality," Chapter 12, Jones, pp. 203-221
    3. Class discussion of significant issues and topics
        1. How do biological rhythms influence your behavior?
        2. What behavior and health practices are correlated with healthy brain function?
    4. Collaborative Learning
        1. As a small group project, evaluate the accuracy of information presented in Wikipedia concerning a biopsychology issue by examining other specific primary information sources.
        2. Working in a small group, visit several websites related to brain development issues. Prepare a PowerPoint presentation that highlights the effect of environment on brain development.

5. Writing projects
    1. Research and write a term paper on the biopsychology of a specific mental health problem (e.g., depression), neurological disease (e.g., Alzheimer's Disease), or learning disability (e.g., dyslexia).
    2. Critically evaluate the issues presented in "Nature, Nurture, Brains, and Behavior," Chapter 5 in Psychology Annual Editions, and write a reaction to this topic.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 2-3 exams
B. Quizzes
    1. weekly quizzes
C. Research Projects
    1. 1 research proect
D. Papers
    1. 1 paper
E. Oral Presentation
    1. 1 presentation
F. Class Participation
    1. weekly discussions

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Upon completion of PSYC 4, the student will be able to discuss how bio-psychological knowledge and principles can be used to address and better understand a wide range of behavioral and physiological problems.
B. Upon completion of PSYC 4, the student will be able to exemplify with concrete examples various brain-behavior relationships including ingestive behavior, sexual behavior, sleep, learning, memory, stress, drug dependence, and psychiatric disorders such as affective disorders and schizophrenia.
C. Upon completion of PSYC 4, the student will be able to explain scientific approaches and methodologies used for the study of brain-behavior relationships.
D. Upon completion of PSYC 4, the student will be able to explain the general anatomy and physiology of the nervous system and its relationship to behavior.

Textbooks (Typical):

Textbook:

1. Ernest Jones *Brain, Mind and Behavior: An Introduction to Biopsychology*. 4th ed., Cengage Learning Custom Publishing, 2011.
2. John Pinel, Steven Barnes *Biopsychology*. 10th ed., Pearson, 2018.
3. Bob Garrett, Gerald Hough *Brain and Behavior: An Introduction to Behavioral Neuroscience*. 5th ed., Sage Publications, 2017.
4. Laura Freberg *Discovering Behavioral Neuroscience: An Introduction to Biological Psychology* . 4th ed., Cengage, 2018.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: SOC 11 - Sociology of Gender

Course Modification: SOC 11 - Sociology of Gender (Launched - Implemented 10-16-2024)
compared with
SOC 11 - Sociology of Gender (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. The social construction of sex and gender
    1. Theories of sociobiology
    2. Criticisms of sociobiology
    3. Physical definitions of sex: chromosomal, gonadal and morphological
    4. Hermaphrodism and social responses
    5. The impact of ~~transsexualism~~ transgender movements on sex definitions
    6. Eight Western assumptions about gender (Kessler and McKenna)
    7. The Berdache Gender System
    8. Outline of gender systems (Lorber)
    9. Outline of individual gender construction (Lorber)

10. Feminist perspectives

2. The impact of economics

    1. Impact of industrialization/modernization of gender
    2. Home economies v. wage economies
    3. Impact of slavery on gender definitions
    4. The current tie between economic power and masculinity
    5. The impact of globalization on gender
    6. The social impact of transforming gender roles in the periphery
    7. The impact of political interventions on gender

3. Gender as practice

    1. "Doing gender" (West and Zimmermann) and ethnomethodology
    2. Doing gender at work – gender segregation, glass ceilings, glass escalators (Roos, Reskin, Kanter, Williams)
    3. Doing gender at home – housework, the second shift (Hochschild)
    4. Gender as negotiation (Gerson) – e.g., prisons, sexual harassment, "doing heterosexuality."
    5. Gender as a power relationship – "male privilege" (McIntosh, Schadt)
    6. Consequences of defying gender norms
    7. Men and masculinities

4. Impact of racial hierarchies and other forms of prejudice on gender definitions

    1. Origins of gendered stereotypes based on race, religion , and ethnicity

2. Concept of “white privilege” (McIntosh)
3. Myths of the Black Rapist, the promiscuous Black Woman (Manning, Davis)
4. Real - - world consequences of stereotypes, e.g., the controversy over the Clarence Thomas/Anita Hill case
5. The impact of stereotypes on historical interpretations ~~, example of Pocahontas~~
6. Does race or ethnicity impact how we “do gender”? No. (Baca Zinn)
7. Doing gender with physical disabilities – the example of multiple masculinities (Gerschick and Miller)

5. Gender and sexuality in America
    1. The Colonial period
    2. Early industrialization
    3. The impact of race and sexuality in the 17th and 18th centuries
    4. Sexual systems of the nineteenth centuries
    5. The emergence of Utopian societies
    6. The impact of prostitution and pornography
    7. Middle class women’s opposition to prostitution
    8. The purity movement
    9. Consequences of the purity movement
    10. Social hygiene movements
    11. Lynching
    12. Eugenics campaigns
    13. Birth control movements
    14. The weakening of Comstock Laws in the 20th century

15. Gay and lesbian rights movements
16. The unconstitutionality of anti-miscegenation laws
17. The impact of reproductive technology
18. LGBTQ community

6. Violence and gender
    1. Rape – summary of research and theories ~~including rape as official state policy~~
    2. Masculinity and control
    3. The varying degrees of violence – from femicide to ~~every day~~ everyday violent acts women do to themselves

7. Learning gender
    1. Early socialization from family
    2. Learning gendered language
    3. Learning gendered values (examples – beauty in women, athleticism in men)
    4. Learning gendered norms (examples – division of labor, conflict resolution)
    5. Role of the media in learning gender – advertising, images of masculinity and femininity
    6. Role of school in learning gender – math/language divide, sports, opportunities for mentorships

Equity Based Curriculum

- Assignments
  Address
  Various types of assignments are focused on analyzing social structural factors influencing the experiences of gender and sexual minority groups.
- Typical Texts
  Address
  Appropriate texts are selected for their specific emphases on the experiences of gender and sexual minority groups. The use of OER and/or low-cost texts are considered.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. Reading assignments

      1. ~~Read pages 300-365 in Feminist Frontiers.~~

2. **Assignment Type** Writing
   Add Assignment

   1. Write a 10-page ~~theory term~~ research paper.

      1. ~~Describe~~ Explain how ~~the~~ social structural factors negatively influence gender ~~theory~~ and ~~you~~ sexual ~~are~~ minority ~~reading/learning in class applies to your own life~~ groups .

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of SOC 11, the students should be able to outline~~ Outline major sociological theories of gender.
2. **Outcome Text**

~~Upon completion of SOC 11, the students should be able to apply~~ Apply major sociological theories of gender to explain current gender practices.

3. **Outcome Text**
   ~~Upon completion of SOC 11, the students should be able to produce~~ Produce an academic document that connects sociological research methods to gender theory.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.
Already approved
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with

disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~The~~ As ~~instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible~~ needed
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~The discussion board will be used to encourage student-instructor interaction. Specific topics and instructions will be provided to initiate each discussion. The instructor will read and respond to students' comments.~~ Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  ~~Each~~ As ~~written assignment will be provided with timely and substantive feedback from the instructor.~~ needed
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Announcements~~ At ~~will~~ least ~~be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.~~ weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  ~~Students~~ As ~~can come to campus during face-to-face office hours to discuss any issues or concerns regarding the course.~~ scheduled

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. For example, students respond to a specific question regarding sociological theory of gender and are asked to provide specific examples.~~ Weekly

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Group~~ Monthly ~~work Students will work in teams to complete a group project. This project will then be shared with the rest of the class in the discussion board. For instance, each group may be assigned with gender role examples that relate to specific institutions. After completing the group work, the feedback can be provided by presenting the result to the main discussion board.~~

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Written papers:** *Papers will be written on various topics.*
  Frequency
  ~~Group work Students will work in teams to complete a group project. This project will then be shared with the rest of the class in the discussion board. For instance, each group may be assigned with gender role examples that relate to specific institutions. After completing the group work, the feedback can be provided by presenting the result to the main discussion board.~~ Monthly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~Quizzes~~ Weekly ~~will~~ based ~~be used in~~ on each module ~~to make sure students completed the assigned reading and understood it. These quizzes will be "open-book", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting.~~
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  ~~Lectures can be provided to explain course materials of each module by using PowerPoint. The content of lectures can be discussed in discussion threads.~~ Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  ~~Student~~ As ~~will watch relevant films (e.g., documentaries, fictional popular films) that contain specific sociological examples of gender theories and concepts. Students might discuss their reaction in discussion threads and receive feedback from the instructor and other students.~~ needed

Textbooks/Materials

Other ~~No~~ Yes
Textbook

1. **Author(s)** ~~Catherine~~ Raewyn ~~Valentine~~ Connell ~~, Mary Trautner, Joan Spade~~
   Title ~~The~~ Gender: ~~Kaleidoscope~~ In ~~of~~ World ~~Gender~~ Perspective
   Edition ~~6~~ 4
   Publisher ~~Sage~~ Wiley
   Year ~~2019~~ 2020
2. **Author(s)** ~~Raka~~ ~~Ray,~~ Linda ~~Jennifer Carlson,~~ L. ~~Abigail Andrews~~ Lindsey
   Title ~~The~~ Gender: ~~Social~~ Sociological ~~Life of Gender~~ Perspectives
   Edition ~~1~~ 7
   Publisher ~~Sage~~ Routledge
   Year ~~2017~~ 2021
3. **Author(s)** ~~Edward Morris,~~ Robyn ~~Freeden Ouer~~ Ryle
   Title ~~Unmasking~~ Questioning ~~Masculinities~~ Gender
   Edition ~~1~~ 5
   Year ~~2017~~ 2023

Other Learning Materials

1. **Other**
   Appropriate texts are selected for their specific emphases on the experiences of gender and sexual minority groups. The use of OER and/or low-cost texts are considered.

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID SOCI 140
Already approved unsubstantial change Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No

Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date

~~08~~ 09 / ~~28~~ 09 / ~~2019~~ 2024

Parent Course

No Previous Course

SOC 11 - Sociology of Gender

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~

- State Approval

  ~~01/21/2020~~

- CC Approval

  ~~10/07/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

10/16/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Sociology 11
Sociology of Gender
Effective: Fall 2025

Catalog Description:

SOC 11 - Sociology of Gender
3.00 Units

This course examines the social construction of masculinity and femininity historically and cross-culturally. It analyzes the impact of economic and political change on gender expectations and practices. This class focus includes both macro-analysis of how institutions shape gender and microanalyses of how individuals “do” or practice gender.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Sociology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Apply theories of gender construction to their own experience;
B. Describe the role of economics in gender construction;
C. Explain the social construction of both gender and sex categories;
D. State how gender roles have changed over time in the United States;
E. Identify the main agents of gender socialization and their impact on children’s and adults’ gender construction;
F. Outline the process by which people negotiate gender boundaries and power through their relationships with others (including violent relationships).
G. Compare and contrast sociological perspectives used to interpret gender relations.

H. Identify the interplay of race, ethnicity, class, and sexuality affecting gender relations.

Course Content:

1. The social construction of sex and gender
    1. Theories of sociobiology
    2. Criticisms of sociobiology
    3. Physical definitions of sex: chromosomal, gonadal and morphological
    4. Hermaphrodism and social responses
    5. The impact of transgender movements on sex definitions
    6. Eight Western assumptions about gender (Kessler and McKenna)
    7. The Berdache Gender System
    8. Outline of gender systems (Lorber)
    9. Outline of individual gender construction (Lorber)
    10. Feminist perspectives
2. The impact of economics
    1. Impact of industrialization/modernization of gender
    2. Home economies v. wage economies
    3. Impact of slavery on gender definitions
    4. The current tie between economic power and masculinity
    5. The impact of globalization on gender
    6. The social impact of transforming gender roles in the periphery
    7. The impact of political interventions on gender
3. Gender as practice
    1. "Doing gender" (West and Zimmermann) and ethnomethodology
    2. Doing gender at work – gender segregation, glass ceilings, glass escalators (Roos, Reskin, Kanter, Williams)
    3. Doing gender at home – housework, the second shift (Hochschild)
    4. Gender as negotiation (Gerson) – e.g., prisons, sexual harassment, "doing heterosexuality."
    5. Gender as a power relationship – "male privilege" (McIntosh, Schadt)
    6. Consequences of defying gender norms
    7. Men and masculinities
4. Impact of racial hierarchies and other forms of prejudice on gender definitions
    1. Origins of gendered stereotypes based on race, religion, and ethnicity
    2. Concept of "white privilege" (McIntosh)
    3. Myths of the Black Rapist, the promiscuous Black Woman (Manning, Davis)
    4. Real-world consequences of stereotypes, e.g., the controversy over the Clarence Thomas/Anita Hill case
    5. The impact of stereotypes on historical interpretations
    6. Does race or ethnicity impact how we "do gender"? No. (Baca Zinn)
    7. Doing gender with physical disabilities – the example of multiple masculinities (Gerschick and Miller)
5. Gender and sexuality in America
    1. The Colonial period
    2. Early industrialization

3. The impact of race and sexuality in the 17th and 18th centuries
4. Sexual systems of the nineteenth centuries
5. The emergence of Utopian societies
6. The impact of prostitution and pornography
7. Middle class women's opposition to prostitution
8. The purity movement
9. Consequences of the purity movement
10. Social hygiene movements
11. Lynching
12. Eugenics campaigns
13. Birth control movements
14. The weakening of Comstock Laws in the 20th century
15. Gay and lesbian rights movements
16. The unconstitutionality of anti-miscegenation laws
17. The impact of reproductive technology
18. LGBTQ community

6. Violence and gender
    1. Rape – summary of research and theories
    2. Masculinity and control
    3. The varying degrees of violence – from femicide to everyday violent acts women do to themselves
7. Learning gender
    1. Early socialization from family
    2. Learning gendered language
    3. Learning gendered values (examples – beauty in women, athleticism in men)
    4. Learning gendered norms (examples – division of labor, conflict resolution)
    5. Role of the media in learning gender – advertising, images of masculinity and femininity
    6. Role of school in learning gender – math/language divide, sports, opportunities for mentorships

Methods of Instruction:

1. Lecture
2. Discussion
3. Research - Students will conduct library research and write research papers.
4. Video/web page visitation

Typical Assignments

A. Reading:
    1. Reading assignments
B. Writing:
    1. Write a 10-page research paper.
        1. Explain how social structural factors negatively influence gender and sexual minority groups.

Methods of Evaluating Student Progress

A. Group Projects
    1. The end of the semester
B. Exams/Tests
    1. Three times in a semester
C. Papers
    1. Two times in the semester
D. Projects
    1. The end of the semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Outline major sociological theories of gender.
B. Apply major sociological theories of gender to explain current gender practices.
C. Produce an academic document that connects sociological research methods to gender theory.

Textbooks (Typical):

Textbook:

1. Raewyn Connell *Gender: In World Perspective*. 4 ed., Wiley, 2020.
2. Linda L. Lindsey *Gender: Sociological Perspectives*. 7 ed., Routledge, 2021.
3. Robyn Ryle *Questioning Gender.* 5 ed., Sage, 2023.

Other Learning Materials:

1. Appropriate texts are selected for their specific emphases on the experiences of gender and sexual minority groups. The use of OER and/or low-cost texts are considered..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: SOC 29 - Independent Study, Sociology

Course Modification: SOC 29 - Independent Study, Sociology (Launched - Implemented 10-16-2024)
compared with
SOC 29 - Independent Study, Sociology (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Min Units 0. ~~000~~ 500
Max Units ~~0~~ 2 .000
Lab ~~Yes~~ No
Min Units ~~0.500~~
TOTALS
Calculations

Lecture Hours	9 - 36
Inside of Class Hours	9 - 36
Outside of Class Hours	18 - 72

Equity Based Curriculum

- Methods of Evaluation
  Address
  Aligned closely with the various types of assignments that allow the development of diverse skills for all students, evaluation methods also ensure the diversity of student experience is carefully considered based on individual consultation between students and faculty.

- Typical Texts
  Address
  Appropriate texts will be selected for their specific emphases on the experiences of underrepresented groups based on individual consultation between students and faculty. The use of OER or low-cost texts will be considered.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading Assignments~~

      1. Identification of a research project may include extensive reading.
   2. ~~Writing~~

2. **Assignment Type** Reading
   Add **Assignment**

   1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.

   1. ~~Lab~~
3. **Assignment** ~~**Work**~~ **Type** Laboratory
   Add Assignment

   1. Completion of a project may include laboratory or field work

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Student Learning Outcomes will be decided individually through the consultation between the student and faculty.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Individual consultation with students
  Frequency
  Once a week
- Research Projects
  Frequency
  As needed
- Portfolios
  Frequency
  As needed
- Papers
  Frequency
  As needed
- Oral Presentation
  Frequency
  As needed
- Projects
  Frequency
  As needed
- Lab Activities
  Frequency

Other ~~No~~ Yes
Please Explain
Evaluation methods will ensure the diversity of student experience is carefully considered based on individual consultation between students and faculty.

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No
Other ~~No~~ Yes
Other Learning Materials

1. **Other**
   Appropriate texts will be selected for their specific emphases on the experiences of underrepresented groups based on individual consultation between students and faculty. The use of OER or low-cost texts will be considered.

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes

- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~10~~ 09 / ~~27~~ 05 / ~~2017~~ 2024

Parent Course

No Previous Course

SOC 29 - Independent Study, Sociology

Entry of Special Dates

- Board of Trustees
  ~~01/16/2018~~
- State Approval
  ~~01/18/2018~~
- CC Approval
  ~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date -

~~08/15/2018~~

10/16/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Sociology 29
Independent Study, Sociology
Effective: Fall 2025

Catalog Description:

SOC 29 - Independent Study, Sociology
0.50 - 2.00 Units

Supervised study in the area of Sociology. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.

Course Grading: Optional

Lecture Hours	9 - 36
Inside of Class Hours	9 - 36
Outside of Class Hours	18 - 72

Discipline:

Sociology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Develop a project in Sociology to develop skills or deepen knowledge
B. Complete the project according to established standards in the field
C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

1. Develop skills and knowledge that reinforce, or expand upon, Sociology concepts
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to Sociology

Methods of Instruction:

1. Independent Study
2. Discussion - With instructor
3. Demonstration - As noted in the Independent study form
4. Projects - As noted in the Independent study form
5. Written Exercises - As noted in the Independent study form
6. Classroom Activity - Work with faculty member to develop necessary skills to full fill independent study.

Typical Assignments

A. Reading:
    1. Identification of a research project may include extensive reading.
B. Reading:
    1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.
C. Laboratory:
    1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

A. Research Projects
    1. As needed
B. Portfolios
    1. As needed
C. Papers
    1. As needed
D. Oral Presentation
    1. As needed
E. Projects
    1. As needed
F. Lab Activities
G. Other (Please Explain)
H. Individual consultation with students
    1. Once a week
I. Evaluation methods will ensure the diversity of student experience is carefully considered based on individual consultation between students and faculty.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Student Learning Outcomes will be decided individually through the consultation between the student and faculty.

Textbooks (Typical):

Other Learning Materials:

1. Appropriate texts will be selected for their specific emphases on the experiences of underrepresented groups based on individual consultation between students and faculty. The use of OER or low-cost texts will be considered. .

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: SOC 6 - Social Problems

Course Modification: SOC 6 - Social Problems (Launched - Implemented 10-16-2024)
compared with
SOC 6 - Social Problems (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Course Content

Lecture Content

1. The Sociological Imagination and Social Problems
    1. Defining social problems
    2. Sociological ~~Theory~~ theory and the ~~Construction~~ construction of ~~Social~~ social ~~Problems~~ problems
    3. Sociological research methods and evaluating ~~Social~~ social ~~Problems~~ problems and the effectiveness of policies that address them
2. ~~Problems~~ Class Inequality

1. Theories of ~~Class~~ class ~~Inequality~~ inequality

    1. Social class in the United States
    2. Income disparity
    3. Wealth disparity
    4. Global ~~Stratification~~ stratification

2. ~~Problems~~ Racial Inequality

    1. Theories of ~~Race,~~ racial ~~Class,~~ inequality
    2. Major racial and ethnic groups in the U.S.
    3. Structural barriers facing major groups
    4. Immigration as a social problem

3. Gender Inequality

    1. Sex and gender
    2. The social construction of gender
    3. Feminist perspectives
    4. Economic inequality
    5. Gender-based violence

4. Sexual Orientation and Inequality

    1. ~~Majority/Minority~~ Theories ~~Relations~~ of sexual orientation and sexuality
    2. ~~Discrimination~~ LGBTQ community and inequality
    3. ~~Immigration~~

3. Problems of Growing Populations and Scarcity of Resources

    1. A demographic perspective ~~to~~ on social problems
    2. Health, fertility, and migration transitions
    3. Aging, Urbanization, and the Family/Household
    4. Population and the Environment/Demographic Change

4. Problems of Educational Inequality

    1. Inequalities in schooling
    2. The hidden curriculum of contemporary education

5. ~~Sex and Social Problems~~

    1. ~~Prejudice and Discrimination of Sexual Minorities~~
    2. ~~Prostitution and Pornography Sexual taboos~~

6. The Problem of Crime and Deviance

    1. Theories of crime
    2. The ~~causation~~ social construction of crime and deviance
    3. Crime and race
    4. Social solutions and crime

7. Social Problems ~~in~~ and ~~Cyber~~ Disability

1. Medical ~~Space~~ and social models of disability
2. Major accessibility issues

8. Social Media as a Social Problem
    1. The digital divide
    2. ~~Blogging,~~ Major ~~Trolling~~ issues ~~and Bullying - the challenges of~~ in social media

9. Global Issues: War and Terrorism
    1. Ideological wars
    2. Identity Politics and Religious Fundamentalism
    3. Social solutions to war and terrorism

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Presentations of films
- Discussion
  Comments
  Group discussions on selected issues of social problems
- Lecture
  Comments
  Lectures on major theories and concepts
- Research
  Comments
  Conducting library research to write a research paper
- Written Exercises
  Comments
  Written assignments

Equity Based Curriculum

- Course Content
  Address
  The course content reflects careful consideration of the appropriate balance in the focus given to social problems facing underrepresented groups based on race, class, and gender.
- Assignments
  Address
  The assignments are focused on social problems faced by underrepresented and subjugated groups based on race, class, and gender.
- Typical Texts
  Address
  Appropriate texts are selected for their specific emphases on the experiences of underrepresented groups based on race, class, and gender. The OER and lower-cost options are considered in selecting required texts.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

    1. ~~Reading Assignments~~

        1. Students are required to complete approximately 100 pages of reading per week (ex. Mills Chapters 1-3; Chapter 1 from Carl; and 2 selections from *The Contexts Reader*)

2. **Assignment Type** Writing
   Add Assignment

    1. Short Writing Assignment:

        1. In preparation ~~of~~ for a literature review for the course term paper, students will select an empirical work of sociology and compose a succinct sociological book review.

    2. Term Paper

1. Students will compose a 12-15 page term paper using the course materials and theoretical issues discussed in class to examine the creation of a contemporary social problem facing underrepresented groups based on race, class, and gender . Term papers must include six sections: (1) abstract; (2) introduction; (3) literature review; (4) data/analysis; (5) conclusion; and (6) ~~works cited~~ reference page.

1. ~~Group projects~~

    1. ~~Social Problems Through the Lens Group Project (multi-modal group project involving curation of a video clip/visual image accompanied by a 350-word sociological caption).~~

    2. ~~Create a WIKI Page examining a contemporary social problem.~~

2. ~~BLOG~~

    1. ~~Because the construction and management of social problems are ongoing processes, students should follow current events and are required to share their sociological analysis of a minimum of 8 Posts on the social problems course BLOG.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of SOC 6, the students should be able to outline~~ Outline multiple sociological theories.
2. **Outcome Text**
   ~~Upon completion of SOC 6, the students should be able to apply~~ Apply sociological theory to current social problems.
3. **Outcome Text**
   ~~Upon completion of SOC 6, the students should be able to produce~~ Produce an academic document which connects sociological research methods to sociological theory.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

Already approved

~~Emergency Delivery Methods~~ Syllabus

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~ Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.
~~No~~ Yes
The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  ~~The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.~~ Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Announcements will be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus,~~ Weekly and ~~exam~~ as ~~schedules.~~ needed
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Face-to-face meetings Students can come to campus during face-to-face office hours to discuss any facet of the course.~~

Student-Student Interaction
Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency

~~Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is "Classify the type of society that is depicted in the film 'The Return of Martin Guerre' "~~
Weekly

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~Students will work in teams to complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment is "What are different scenarios of your social problem's future? How will political and economic variations affect its future?"~~ Monthly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  ~~Several modules will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is "Why does Luker argue that the political zero-sum extremes of pro-choice and pro-life activist organizations do not reflect American mainstream opinions on abortion? What do you think of her argument?"~~ Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  ~~Students~~ Monthly ~~will write a term paper on the future of a particular social problem. Prior to students submitting their work, papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved.~~
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "open-book", but the questions will be randomized so different students get different questions.~~

~~Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting. A typical exam question is "Does illegal immigration put a drain on government services? Outline the pro and con arguments around this topic."~~ Weekly

Textbooks/Materials

Textbook

1. **Author(s)** ~~Jonathan White,~~ A. ~~Shelley White~~ Javier Trevino
   Title ~~The~~ Investigating ~~Engaged~~ Social ~~Sociologist~~ Problems
   Edition ~~6~~ 4
   Year ~~2019~~ 2024
2. **Title** Global Problems, Global Solutions
   Year ~~2018~~ 2026
3. **Title** Social Problems and the Quality of Life
   Edition ~~14~~ 15
   Year ~~2019~~ 2023

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID SOCI 115
Already approved unsubstantial change Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date

~~08~~ 09 / ~~22~~ 09 / ~~2019~~ 2024

Parent Course

No Previous Course

SOC 6 - Social Problems

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~

- State Approval

  ~~01/21/2020~~

- CC Approval

  ~~10/07/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date -

~~08/15/2020~~

10/16/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Sociology 6
Social Problems
Effective: Fall 2025

Catalog Description:

SOC 6 - Social Problems
3.00 Units

An identification and analysis of contemporary social problems including (1) the role of power and ideology in the definition of social problems, (2) their causes and consequences, (3) evaluations of proposed solutions, and (4) methods of intervention. Topics will vary.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Sociology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Examine the construction and consequences of social problems from a sociological perspective
B. Identify and explain history of the selected social problems affecting the US
C. Place local, regional, and national social problems in a global context
D. Apply and assess sociological research methods to the study of social problems
E. Identify and evaluate policies that address social problems and assess the policies' impact on society

Course Content:

1. The Sociological Imagination and Social Problems
    1. Defining social problems

    2. Sociological theory and the construction of social problems
    3. Sociological research methods and evaluating social problems and the effectiveness of policies that address them
2. Class Inequality
    1. Theories of class inequality
    2. Social class in the United States
    3. Income disparity
    4. Wealth disparity
    5. Global stratification
3. Racial Inequality
    1. Theories of racial inequality
    2. Major racial and ethnic groups in the U.S.
    3. Structural barriers facing major groups
    4. Immigration as a social problem
4. Gender Inequality
    1. Sex and gender
    2. The social construction of gender
    3. Feminist perspectives
    4. Economic inequality
    5. Gender-based violence
5. Sexual Orientation and Inequality
    1. Theories of sexual orientation and sexuality
    2. LGBTQ community and inequality
6. Problems of Growing Populations and Scarcity of Resources
    1. A demographic perspective on social problems
    2. Health, fertility, and migration transitions
    3. Aging, Urbanization, and the Family/Household
    4. Population and the Environment/Demographic Change
7. Problems of Educational Inequality
    1. Inequalities in schooling
    2. The hidden curriculum of contemporary education
8. The Problem of Crime and Deviance
    1. Theories of crime
    2. The social construction of crime and deviance
    3. Crime and race
    4. Social solutions and crime
9. Social Problems and Disability
    1. Medical and social models of disability
    2. Major accessibility issues
10. Social Media as a Social Problem
    1. The digital divide
    2. Major issues in social media
11. Global Issues: War and Terrorism
    1. Ideological wars
    2. Identity Politics and Religious Fundamentalism

3. Social solutions to war and terrorism

Methods of Instruction:

1. Lecture - Lectures on major theories and concepts
2. Discussion - Group discussions on selected issues of social problems
3. Audio-visual Activity - Presentations of films
4. Written Exercises - Written assignments
5. Research - Conducting library research to write a research paper
6. Video/web page visitation

Typical Assignments

A. Reading:
    1. Students are required to complete approximately 100 pages of reading per week (ex. Mills Chapters 1-3; Chapter 1 from Carl; and 2 selections from *The Contexts Reader*)
B. Writing:
    1. Short Writing Assignment:
        1. In preparation for a literature review for the course term paper, students will select an empirical work of sociology and compose a succinct sociological book review.
    2. Term Paper
        1. Students will compose a 12-15 page term paper using the course materials and theoretical issues discussed in class to examine the creation of a contemporary social problem facing underrepresented groups based on race, class, and gender. Term papers must include six sections: (1) abstract; (2) introduction; (3) literature review; (4) data/analysis; (5) conclusion; and (6) reference page.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 2-3 times a semester
B. Quizzes
    1. Weekly
C. Research Projects
    1. At the end of the semester
D. Papers
    1. At the end of the semester
E. Group Projects
    1. Once at the end
F. Class Participation
    1. Regularly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Outline multiple sociological theories.

B. Apply sociological theory to current social problems.
C. Produce an academic document which connects sociological research methods to sociological theory.

Textbooks (Typical):

Textbook:

1. A. Javier Trevino *Investigating Social Problems*. 4 ed., Sage, 2024.
2. JoAnn Chirico *Global Problems, Global Solutions*. 1 ed., Sage, 2026.
3. Robert Lauer , Jeanette Lauer *Social Problems and the Quality of Life*. 15 ed., McGraw Hill , 2023.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: SPAN 1A - Beginning Spanish

Course Modification: SPAN 1A - Beginning Spanish (Launched - Implemented 11-04-2024)
compared with
SPAN 1A - Beginning Spanish (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Spanish - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2020
2. **Program** _ Spanish - Associate in Arts Degree for Transfer (Active) - Fall 2020

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Credit for Prior Learning

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Military-JST ~~No~~ Yes
Curriculum Committee Approval Date ~~05/06/2024~~

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** _ Foreign Languages
   Interdisciplinary _
   Condition _

Foreign Languages

Course Content

Lecture Content

1. Culture: Characteristics of Spanish speaking countries
    1. Geography
    2. Population
    3. Languages
    4. Foods
    5. Historical dates and sites
    6. Traditions and customs
    7. Current events
    8. Daily life
    9. Music
2. Culturally appropriate vocabulary
    1. Numbers
    2. Foods
    3. Colors
    4. Clothing
    5. Physical description
    6. Time
    7. Weather

8. Introduction to the use of English cognates to recognize Spanish words

3. Variations of Spanish pronunciation and alphabet
4. Review of basic grammatical terminology, parts of speech
    1. Contractions
    2. Nouns and articles
    3. Regular, irregular, and stem-changing verbs in the present tense, present progressive tense, and the preterite tense
    4. Pronouns
        1. Subject
        2. Object
    5. Subject and verb agreement
    6. Formation, placement, usage, and agreement of adjectives
    7. Use of periphrastic verbal expressions necesitar, tener que, hay que, ir a, tener ganas de, etc.
    8. Use of the following constructions: [ir+a+infinitive] and [acabar+de+infinitive]
    9. Reflexive verbs
    10. Ser vs. Estar
    11. Gustar and similar verbs
    12. Interrogitive words
    13. Negation
    14. Basic prepositions
    15. Direct and indirect object pronouns used separately and together

16. Gender and number agreement of nouns and adjective
17. Non-binary grammar including nouns and adjectives

5. Introduction of reading strategies to deduce meaning
    1. Comparison of English and Spanish syntax
6. Introduction to Hispanic culture and society
    1. Readings
    2. Videos

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Viewing a film or documentary and then discussing key concepts of the audio-visual activity.
- Classroom Activity
  Comments
  Interviewing another student and reporting information to the class.
- Demonstration
  Comments
  Using realia (examples from real life) to practice grammar points. For example A backpack full of class materials or two chairs set-up with other items around them to explain prepositions of place.
- Directed Study
  Comments
  Summarizing the content of a video episode or cultural reading.
- Discussion
  Comments
  Discussions about issues in Spanish. Encouraging students to speak in Spanish.
- Field Trips
  Comments
  Students attend activities on and off campus that support learning and cultural goals of Spanish 1a. For example, Day of the Dead Celebration and reading by an author at the local public library.
- Guest Lecturers

Comments

Visitors from the local community as well as the world community visit the class to teach students a concept that is related to learning and cultural goals of class.

- Lecture

  Comments

  Lectures aim to bring the lived experiences of students into the conversation.

1. Observation

   ~~Explain~~ **Comments**

   Students are observed while working in groups on directed activity to ensure that all participants are contributing to assignment.
2. Simulations

   Comments

   Students re-create a scene from a film, documentary or video.
3. Student Presentations

   Comments

   Students present a two to three minute oral report on an aspect of grammar, culture, or vocabulary to the class.
4. Written Exercises

   Comments

   Reviewing difficult text or workbook assignments such as true/false, fill-in-the -blank, changing subject and ~~make~~ making any ~~other~~ necessary changes in the sentence .

1. **Explain**

   Creating sentences and dialogues in pairs or groups
2. **Explain**

   Responding in complete Spanish sentences to questions posed by instructor or other students using the structures and vocabulary under study
3. **Explain**

   Debating an issue
4. ~~**Explain**~~

   ~~Interviewing another student and reporting information to the class~~
5. ~~**Explain**~~

   ~~Summarizing the content of a video episode or cultural reading~~
6. **Explain**

   Comparing Spanish-speaking countries in terms of pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
7. **Explain**

   Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Spanish

Equity Based Curriculum

- Methods of Instruction
  Address
  Lectures aim to bring the lived experience of the students into the class.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

    1. Recognition tasks

        1. Matching
        2. True/false
        3. Fill-in-the-blank

    2. Changing the subject of a sentence and making any other necessary ~~changes~~ change
    3. ~~Creating personal responses using new vocabulary and structures~~
    4. Creating questions using ~~interrogitive~~ interrogative words
    5. ~~Reading comprehension questions which call for evaluation, comparison, contrast~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of SPAN 1A, students will be able to comprehend~~ Comprehend spoken Spanish at the beginning level.
2. **Outcome Text**
   ~~Upon completion of SPAN 1A, students will be able to orally~~ Orally communicate at the beginning level.
3. **Outcome Text**
   ~~Upon completion of SPAN 1A, students will be able to write~~ Write at the beginning level.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject ~~ENG~~ ENGL (English)

Requisite Course ~~ENG~~ ENGL ~~1A~~ C1000 - ~~Critical~~ Academic Reading and ~~Composition~~ Writing (~~Historical~~ Launched)

Requisite Validation ~~Content Review~~ Advisory

~~**Skills Analysis**~~

~~**Requisite Course Objective(s)**~~

- ~~- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Summarize a thesis and main points;~~
  ~~**Degree of Importance** - Required~~
- ~~- Analyze main ideas;~~
  ~~**Degree of Importance** - Required~~
- ~~- Evaluate the validity and logic of the text's reasoning and support;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Create a coherent position or argument based on reading;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Write multiple-paragraph papers that:~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Accurately and appropriately respond to a given assignment;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Develop a relevant, focused thesis;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Are well-organized and coherently move from coordinating to subordinating points;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Are well-developed with sufficient and relevant evidence;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Use standard American English correctly;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Required~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Required~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Recommended~~

Catalog View **Recommended Course Preparation:** ~~ENG~~ ENGL ~~1A~~ C1000 with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  Minimum of four exams.
- Quizzes
  Frequency
  Minimum of six quizzes.
- Oral Presentation
  Frequency
  Minimum of one.
- Class Participation
  Frequency
  Daily.
- Home Work
  Frequency
  Minimum of one assignment per week.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
~~**Emergency**~~ **Delivery Methods**
~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~ The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~**Fully**~~ **Online** **with the Flexible In-Person Component** **(** ~~**FO**~~ **OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by* ~~*only*~~ *online materials and activities delivered through the college's learning management system, and through the use of other required materials.* ~~*All approved*~~ *Approved instructional* ~~*contract*~~ *contact hours are delivered through* ~~*those*~~ *online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online ~~interactions~~ interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials . Any ~~synchronous~~ portion ~~requirements~~ of ~~are~~ a ~~listed~~ class ~~in~~ that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings .*

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Two~~ One ~~times~~ time per week.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency
Once ~~per~~ every ~~week~~ two weeks .

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  ~~Two~~ Once ~~times~~ every ~~per~~ two ~~week~~ weeks .

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency
  Once ~~per~~ every ~~week~~ month .
- **Games:** *Games will be used to reinforce learned material.*
  Frequency
  Once ~~a~~ every ~~week~~ two weeks .
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
  Frequency
  ~~Two times~~ Once per semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  ~~Once~~ Two times per ~~week.~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Once per~~ _ semester.

Textbooks/Materials

Textbook

1. **Author(s)** _ María Amores, Anne Wendel, and José Luis Suárez-García
   Title _ Experience Spanish
   Edition _ 4th

Publisher McGraw Hill
ISBN-13 9781266587672
Year 2023

2. **Author(s)** Gilda Nissenberg
   Title Practice Makes Perfect: Complete Spanish Grammar
   Edition 3rd
   Publisher McGraw-Hill Education
   ~~**ISBN-13**~~ -
   Year 2016
3. ~~**Author(s)** - Robert Heshberger, Susan Navey-Davis, Guiomar A. Borras~~
   ~~**Title** - Plazas~~
   ~~**Edition** - 5th~~
   ~~**Publisher** - Cengage Learning~~
   ~~**Year** - 2017~~
4. **Title** Vistas: Introducción a la lengua española
   Edition ~~5th~~ 7th
   ISBN-13 978-1-54339-517-4
   Year ~~2016~~ 2024

General Education/Transfer Request

- Transfers to CSU
  Comments
  ~~already approved~~
  Already Approved ~~No~~ Yes
- Transfers to UC
  Comments
  ~~already approved~~
  Already approved unsubstantial change ~~No~~ Yes

C-ID SPAN 100
Already approved unsubstantial change ~~No~~ Yes
Las Positas College GE ~~Yes~~ No

Codes and Dates

Course Codes
Originator ~~Nevarez, Hortencia~~ Suarez, Catherine
Origination Date
~~07~~ 09 / ~~28~~ 02 / ~~2021~~ 2022

~~**Entry of Special Dates**~~

- ~~Board of Trustees~~
  ~~01/16/2018~~

- ~~State Approval~~
  ~~01/18/2018~~
- ~~CC Approval~~
  ~~12/04/2017~~

Instructional Services
Effective Term ~~Fall 2018~~ Fall 2025
Implementation Date
~~08/15/2018~~

11/04/2024

Course CB Codes
CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Spanish 1A
Beginning Spanish
Effective: Fall 2025

Catalog Description:

SPAN 1A - Beginning Spanish
5.00 Units

This introductory level course offers a balanced approach to language and culture. It will enable students to begin speaking, reading and writing elementary level Spanish as well as understanding the spoken language as they explore the culture and countries of the Spanish-speaking world. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Course Grading: Optional

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Discipline:

Foreign Languages

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 regular and key irregular and stem-changing verbs in the present and preterite tense
B. Replace nouns with correct direct object pronouns, indirect object pronouns, or both
C. Create simple negative sentences
D. Understand simple conversation speaking at a slower than normal pace
E. Use knowledge of English to recognize Spanish cognates
F. Recognize, discuss and compare aspects of the culture and society of Hispanic and English speaking countries
G. Understand the cultural nuances of everyday life in the Hispanic world

H. Comunicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages)
I. Greet and express leave-taking phrases by comparing and contrasting appropriate phrases used in Spanish speaking countries
J. Express likes and dislikes/ wishes and preferences
K. Obtain information about people, places and things
L. Describe self, family and friends and understand the value of the family in the Hispanic world
M. Express feelings
N. State future plans
O. Shop and use numbers from 0 to one million in context
P. Talk about daily routines
Q. Interact in a basic phone conversation
R. Order in a restaurant in a culturally appropriate way
S. Plan for a trip
T. Express some basic commands by understanding the importance of formality when talking to strangers
U. Talk about some events in the past

Course Content:

1. Culture: Characteristics of Spanish speaking countries
    1. Geography
    2. Population
    3. Languages
    4. Foods
    5. Historical dates and sites
    6. Traditions and customs
    7. Current events
    8. Daily life
    9. Music
2. Culturally appropriate vocabulary
    1. Numbers
    2. Foods
    3. Colors
    4. Clothing
    5. Physical description
    6. Time
    7. Weather
    8. Introduction to the use of English cognates to recognize Spanish words
3. Variations of Spanish pronunciation and alphabet
4. Review of basic grammatical terminology, parts of speech
    1. Contractions
    2. Nouns and articles
    3. Regular, irregular, and stem-changing verbs in the present tense, present progressive tense, and the preterite tense

4. Pronouns
    1. Subject
    2. Object
5. Subject and verb agreement
6. Formation, placement, usage, and agreement of adjectives
7. Use of periphrastic verbal expressions necesitar, tener que, hay que, ir a, tener ganas de, etc.
8. Use of the following constructions: [ir+a+infinitive] and [acabar+de+infinitive]
9. Reflexive verbs
10. Ser vs. Estar
11. Gustar and similar verbs
12. Interrogitive words
13. Negation
14. Basic prepositions
15. Direct and indirect object pronouns used separately and together
16. Gender and number agreement of nouns and adjective
17. Non-binary grammar including nouns and adjectives

5. Introduction of reading strategies to deduce meaning
    1. Comparison of English and Spanish syntax
6. Introduction to Hispanic culture and society
    1. Readings
    2. Videos

Methods of Instruction:

1. Lecture - Lectures aim to bring the lived experiences of students into the conversation.
2. Discussion - Discussions about issues in Spanish. Encouraging students to speak in Spanish.
3. Audio-visual Activity - Viewing a film or documentary and then discussing key concepts of the audio-visual activity.
4. Classroom Activity - Interviewing another student and reporting information to the class.
5. Demonstration - Using realia (examples from real life) to practice grammar points. For example A backpack full of class materials or two chairs set-up with other items around them to explain prepositions of place.
6. Directed Study - Summarizing the content of a video episode or cultural reading.
7. Field Trips - Students attend activities on and off campus that support learning and cultural goals of Spanish 1a. For example, Day of the Dead Celebration and reading by an author at the local public library.
8. Guest Lecturers - Visitors from the local community as well as the world community visit the class to teach students a concept that is related to learning and cultural goals of class.
9. Observation - Students are observed while working in groups on directed activity to ensure that all participants are contributing to assignment.
10. Written Exercises - Reviewing difficult text or workbook assignments such as true/false, fill-in-the - blank, changing subject and making any necessary changes in the sentence.
11. Student Presentations - Students present a two to three minute oral report on an aspect of grammar, culture, or vocabulary to the class.
12. Simulations - Students re-create a scene from a film, documentary or video.

13. Creating sentences and dialogues in pairs or groups
14. Responding in complete Spanish sentences to questions posed by instructor or other students using the structures and vocabulary under study
15. Debating an issue
16. Comparing Spanish-speaking countries in terms of pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
17. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Spanish

Typical Assignments

A. Other:
    1. Recognition tasks
        1. Matching
        2. True/false
        3. Fill-in-the-blank
    2. Changing the subject of a sentence and making any other necessary change
    3. Creating questions using interrogative words

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Minimum of four exams.
B. Quizzes
    1. Minimum of six quizzes.
C. Class Participation
    1. Daily.
D. Home Work
    1. Minimum of one assignment per week.
E. Oral Presentation
    1. Minimum of one.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Comprehend spoken Spanish at the beginning level.
B. Orally communicate at the beginning level.
C. Write at the beginning level.

Textbooks (Typical):

Textbook:

1. María Amores, Anne Wendel, and José Luis Suárez-García *Experience Spanish*. 4th ed., McGraw Hill, 2023.
2. Gilda Nissenberg *Practice Makes Perfect: Complete Spanish Grammar*. 3rd ed., McGraw-Hill Education, 2016.

3. Jose A. Blanco, Phillip Donely *Vistas: Introducción a la lengua española.* 7th ed., Vista Higher Learning, 2024.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: SPAN 1B - Elementary Spanish

Course Modification: SPAN 1B - Elementary Spanish (Launched - Implemented 11-04-2024)
compared with
SPAN 1B - Elementary Spanish (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** Spanish - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2020
2. **Program** Spanish - Associate in Arts Degree for Transfer (Active) - Fall 2020

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam ~~No~~ Yes

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Foreign Languages
   Interdisciplinary
   Condition

Foreign Languages

Course Content

Lecture Content

1. Nuances of everyday life in the Hispanic world
2. Review Elementary Spanish I course material
3. Culture: Characteristics of Spanish speaking countries
    1. Geography
    2. Population
    3. Languages
    4. Foods
    5. Historical dates and sites
    6. Traditions and customs
    7. Current events
    8. Daily life
    9. Music
    10. Vocabulary for binary and non-binary language
4. Vocabulary appropriate to additional meaningful or other real life activities such as:
    1. Holidays
    2. Hobbies
    3. Health
    4. Personal Relationships specific to the Hispanic world

5. Parts of the body
6. Continued emphasis on using cognates and context for clues to meaning

5. ~~Review~~ Introduction of basic grammatical terminology, parts of speech

1. Double object pronouns
2. Relative pronouns
3. Reciprocal actions
4. Informal commands
5. Introduction to the subjunctive
6. Hacer/idomatic expression
7. The preterite and the imperfect and their differences
8. Past particples
9. Uses of the pronoun "se"
10. Adverbs
11. Comparsons and superlatives
12. Command forms - formal and informal
13. Perfect tenses
14. Conditional tense

6. Practice creating written and oral sentences describing facts or opinions based on cultural and historical readings
7. Increased class discussion in Spanish of readings, including comparison of student opinions and conclusions

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  ~~Explain~~ **Comments**
  Watching a film, documentary or video from a Spanish-speaking country and discussing pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economics, etc.
- Classroom Activity
  Comments
  Debating an issue such as a current event in the Spanish-speaking world.
- Demonstration
  Comments
  Students demonstrate how to make something or how to prepare something. For example, how to make a sandwich or how to download a picture into a file.
- Directed Study
  Comments
  Creating sentences and dialogues alone or in pairs or groups.
- Discussion
  Comments
  Reading cultural materials in class a loud to practice and then carrying on a simple class discussion in Spanish.
- Individualized Instruction
  Comments
  Students read a passage from a story, biography, or autobiography in Spanish and respond to questions about it in written Spanish.
- Lecture
  Comments
  Students learn about a new grammar rule, a cultural aspect of the Spanish-speaking word or use of new vocabulary,
- Projects
  Comments
  Students research a Spanish-speaking individual from a Spanish-speaking country or from the United States and write a three paragraph narration about this person to present to the class.
- Research
  Comments
  Interviewing a Spanish-speaking person based on ten specific questions in Spanish and then writing a three-paragraph essay to present to the class.
- Simulations
  Comments
  Students watch a commercial in Spanish or listen to a commercial on the radio and then recreate for the class.
- Student Presentations
  Comments
  Students research and present an aspect of Spanish vocabulary, grammar, history or culture to the class. This activity includes a biography.
- Written Exercises

Comments

Reviewing difficult text or workbook assignments such as true/ false, fill-in-the -blank, changing the subject and ~~make~~ then making any other necessary changes in the sentence .

~~**Explain** -~~
~~Creating sentences and dialogues in pairs or groups~~

Explain

Responding in complete Spanish sentences to questions posed by instructor or other students using the structures and vocabulary under study

Equity Based Curriculum

- Methods of Instruction
  ~~**Explain**~~ **Address**
  ~~Debating~~ Lectures ~~an issue~~
- ~~**Explain** -~~
  ~~Interviewing another student and reporting information~~ aim to bring the lived experience of students into the class
- ~~**Explain** -~~
  ~~Summarizing the content of a video episode or cultural reading~~
- ~~**Explain** -~~
  ~~Comparing Spanish-speaking countries in terms of pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economies, etc~~ .
- ~~**Explain** -~~
  ~~Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Spanish~~

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Recognition tasks
      1. Matching
      2. True/false
      3. Fill-in-the-blank
   2. Changing the subject of a sentence and making any other necessary changes
   3. Reacting to pictures or situations involving comprehension and use of new structures
   4. Creating personal responses using new vocabulary and structures
   5. Forming questions using interrogative words
   6. Reading comprehension questions which call for evaluation, comparison, contrast

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of SPAN 1B, students will be able to comprehend~~ Comprehend spoken Spanish at the advanced beginning level.
2. **Outcome Text**
   ~~Upon completion of SPAN 1B, students will be able to orally~~ Orally communicate at the advanced beginning level.
3. **Outcome Text**
   ~~Upon completion of SPAN 1B, students will be able to write~~ Write at the advanced beginning level.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course SPAN 1A - Beginning Spanish(~~Active~~ Launched)
   Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Use regular and key irregular and stem-changing verbs in the present and preterite tense~~
     ~~**Degree of Importance** - Required~~
   - ~~- Replace nouns with correct direct object pronouns, indirect object pronouns, or both~~
     ~~**Degree of Importance** - Required~~
   - ~~- Create simple negative sentences~~
     ~~**Degree of Importance** - Required~~
   - ~~- Understand simple conversation speaking at a slower than normal pace~~
     ~~**Degree of Importance** - Required~~
   - ~~- Use knowledge of English to recognize Spanish cognates~~
     ~~**Degree of Importance** - Required~~
   - ~~- Recognize, discuss and compare aspects of the culture and society of Hispanic and English speaking countries~~
     ~~**Degree of Importance** - Required~~
   - ~~- Understand the cultural nuances of everyday life in the Hispanic world~~
     ~~**Degree of Importance** - Required~~
   - ~~- Comunicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages)~~
     ~~**Degree of Importance** - Required~~
   - ~~- Greet and express leave-taking phrases by comparing and contrasting appropriate phrases used in Spanish speaking countries~~
     ~~**Degree of Importance** - Required~~
   - ~~- Express likes and dislikes/ wishes and preferences~~
     ~~**Degree of Importance** - Required~~
   - ~~- Obtain information about people, places and things~~

~~Degree of Importance - Required~~

- ~~- Describe self, family and friends and understand the value of the family in the Hispanic world~~
  ~~Degree of Importance - Required~~
- ~~- Express feelings~~
  ~~Degree of Importance - Required~~
- ~~- State future plans~~
  ~~Degree of Importance - Required~~
- ~~- Shop and use numbers from 0 to one million in context~~
  ~~Degree of Importance - Required~~
- ~~- Talk about daily routines~~
  ~~Degree of Importance - Required~~
- ~~- Interact in a basic phone conversation~~
  ~~Degree of Importance - Required~~
- ~~- Order in a restaurant in a culturally appropriate way~~
  ~~Degree of Importance - Required~~
- ~~- Plan for a trip~~
  ~~Degree of Importance - Required~~
- ~~- Express some basic commands by understanding the importance of formality when talking to strangers~~
  ~~Degree of Importance - Required~~
- ~~- Talk about some events in the past~~
  ~~Degree of Importance - Required~~

Catalog View **Prerequisite:** SPAN 1A with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  There is a chapter test at the end of each chapter.
- Quizzes
  Frequency
  There is at least one quiz for each chapter.
- Research Projects
  Frequency
  Students complete at least one research project during the semester based on grammar, vocabulary, history or culture of the Spanish-speaking world.
- Oral Presentation
  Frequency
  Students present at least one oral presentation per semester bases on grammar, vocabular, history, or culture in the Spanish-speaking world.
- Class Participation

Frequency
Class participation is graded daily.

- Class Work
  Frequency
  Students have at least one classwork assignment for each chapter of the textbook.
- Home Work
  Frequency
  Students have at least one homework assignment each week.
- Class Performance
  Frequency
  Class participation is graded every day.
- Final Class Performance
  Frequency
  Students complete one culminating oral presentation to the class bases on grammar, vocabulary, history, or culture of the Spanish-speaking world.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
~~**Emergency**~~ **Delivery Methods**
~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~ The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~**Fully**~~ **Online** **with the Flexible In-Person Component** **(** ~~**FO**~~ **OFI** **):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by* ~~*only*~~ *online materials and activities delivered through the college's learning management system, and through the use of other required materials.* ~~*All approved*~~ *Approved instructional* ~~*contract*~~ *contact hours are delivered through* ~~*those*~~ *online* ~~*interactions.*~~ *interaction* ~~*Any*~~ *supplemented* ~~*synchronous*~~ *by* ~~*requirements*~~ *required in-person assessment or activities that are* ~~*listed*~~ *available at approved locations during a specific range of time.*

Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here

represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in ~~the~~ a ~~schedule~~ DE ~~of~~ course.
- ~~classes~~ Academic Integrity .

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Once per ~~week~~ month .
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Two~~ One ~~times~~ time per week .
- _ **Chat:** _ *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency _
  Every class meeting .

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Once per ~~week~~ month .
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency
  Once ~~per~~ every ~~week~~ two weeks .
- **Games:** *Games will be used to reinforce learned material.*
  Frequency
  Once a ~~week~~ month .
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
  Frequency
  ~~Once~~ At ~~a~~ least ~~month~~ one time per semester .
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  Once ~~per~~ every ~~week.~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Twice per semester~~ month .

Textbooks/Materials

Textbook

1. **Author(s)** ~~Gilda~~ Grant ~~Nissenberg~~ Goodall and Darcy Lear
   Title ~~Practice Makes Perfect~~ Conéctate : ~~Complete~~ Introductory Spanish ~~Grammar~~
   Publisher McGraw ~~=~~ _ Hill ~~Education~~
   ISBN-13 9781264009725
   Year ~~2016~~
2. ~~**Author(s)** - Robert Heshberger, Susan Navey-Davis, Guiomar A. Borras~~
   ~~**Title** - Plazas~~
   ~~**Edition** - 5th~~
   ~~**Publisher** - Cengage Learning~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2017~~ 2021
3. **Author(s)** Jose A. Blanco, Phillip Donely
   Title Vistas: Introducción a la lengua española
   Edition ~~5th~~ 7th
   Publisher Vista Higher Learning
   ISBN-13 978-1-54339-517-4
   Year ~~2016~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~ 2024

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes

C-ID SPAN 110
Already approved unsubstantial change ~~No~~ Yes
Las Positas College GE ~~Yes~~ No

Codes and Dates

Course Codes

Originator ~~Nevarez, Hortencia~~ Suarez, Catherine

Origination Date

~~07~~ 10 / ~~28~~ 03 / ~~2021~~ 2024

Parent Course

No Previous Course
SPAN 1B - Elementary Spanish

Entry of Special Dates

- Board of Trustees
  ~~01/16/2018~~
- State Approval

~~01/18/2018~~

- CC Approval

~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date -
~~08/15/2018~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Spanish 1B
Elementary Spanish
Effective: Fall 2025

Catalog Description:

SPAN 1B - Elementary Spanish
5.00 Units

This is the second semester of the introductory level course. It continues to offer a balanced approach to language and culture. It enables students to continue learning to speak, read and write elementary level Spanish as well as to understand the spoken language as they explore the culture and countries of the Spanish-speaking world. Students continue to review and improve upon concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts. The course will continue to examine the culture of the Spanish-speaking world.

Prerequisite: SPAN 1A with a minimum grade of C

Course Grading: Optional

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Discipline:

Foreign Languages

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Communicate using the indicative and subjunctive moods
B. Use correct direct, indirect and reflexive pronouns
C. Use idiomatic expressions with tener to describe people's feelings
D. Create comparative and superlative sentences
E. Recombine learned structures and vocabulary to create simple paragraphs using correct word order
F. Use cognates and context to understand reading passages

G. Recognize errors in Spanish caused by direct, word-for-word translation from English
H. Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S.
I. Communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate high level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages)
J. Narrate and describe past real-life events from several perspectives
K. Use and apply acquired culturally appropriate communicative skills
L. Prepare and extend invitations
M. Ask for and give directions
N. Compare and contrast common Hispanic and U.S. cultural hobbies and favorite pastimes
O. Talk about health issues, including accidents and stressful events using culturally and linguistically appropriate inflections
P. Talk about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and the Hispanic world
Q. Influence friends and others culturally
R. Use of subjunctive to understand Hispanic cultural aspects when giving commands
S. Express some personal attitudes towards events using the subjunctive

Course Content:

1. Nuances of everyday life in the Hispanic world
2. Review Elementary Spanish I course material
3. Culture: Characteristics of Spanish speaking countries
    1. Geography
    2. Population
    3. Languages
    4. Foods
    5. Historical dates and sites
    6. Traditions and customs
    7. Current events
    8. Daily life
    9. Music
    10. Vocabulary for binary and non-binary language
4. Vocabulary appropriate to additional meaningful or other real life activities such as:
    1. Holidays
    2. Hobbies
    3. Health
    4. Personal Relationships specific to the Hispanic world
    5. Parts of the body
    6. Continued emphasis on using cognates and context for clues to meaning
5. Introduction of basic grammatical terminology, parts of speech
    1. Double object pronouns
    2. Relative pronouns
    3. Reciprocal actions

4. Informal commands
5. Introduction to the subjunctive
6. Hacer/idomatic expression
7. The preterite and the imperfect and their differences
8. Past particples
9. Uses of the pronoun "se"
10. Adverbs
11. Comparsons and superlatives
12. Command forms - formal and informal
13. Perfect tenses
14. Conditional tense

6. Practice creating written and oral sentences describing facts or opinions based on cultural and historical readings
7. Increased class discussion in Spanish of readings, including comparison of student opinions and conclusions

Methods of Instruction:

1. Projects - Students research a Spanish-speaking individual from a Spanish-speaking country or from the United States and write a three paragraph narration about this person to present to the class.
2. Simulations - Students watch a commercial in Spanish or listen to a commercial on the radio and then recreate for the class.
3. Written Exercises - Reviewing difficult text or workbook assignments such as true/ false, fill-in-the - blank, changing the subject and then making any other necessary changes in the sentence.
4. Demonstration - Students demonstrate how to make something or how to prepare something. For example, how to make a sandwich or how to download a picture into a file.
5. Lecture - Students learn about a new grammar rule, a cultural aspect of the Spanish-speaking word or use of new vocabulary,
6. Directed Study - Creating sentences and dialogues alone or in pairs or groups.
7. Classroom Activity - Debating an issue such as a current event in the Spanish-speaking world.
8. Audio-visual Activity - Watching a film, documentary or video from a Spanish-speaking country and discussing pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economics, etc.
9. Individualized Instruction - Students read a passage from a story, biography, or autobiography in Spanish and respond to questions about it in written Spanish.
10. Student Presentations - Students research and present an aspect of Spanish vocabulary, grammar, history or culture to the class. This activity includes a biography.
11. Discussion - Reading cultural materials in class a loud to practice and then carrying on a simple class discussion in Spanish.
12. Research - Interviewing a Spanish-speaking person based on ten specific questions in Spanish and then writing a three-paragraph essay to present to the class.
13. Responding in complete Spanish sentences to questions posed by instructor or other students using the structures and vocabulary under study

Typical Assignments

A. Other:
    1. Recognition tasks
        1. Matching
        2. True/false
        3. Fill-in-the-blank
    2. Changing the subject of a sentence and making any other necessary changes
    3. Reacting to pictures or situations involving comprehension and use of new structures
    4. Creating personal responses using new vocabulary and structures
    5. Forming questions using interrogative words
    6. Reading comprehension questions which call for evaluation, comparison, contrast

Methods of Evaluating Student Progress

A. Class Work
    1. Students have at least one classwork assignment for each chapter of the textbook.
B. Home Work
    1. Students have at least one homework assignment each week.
C. Quizzes
    1. There is at least one quiz for each chapter.
D. Research Projects
    1. Students complete at least one research project during the semester based on grammar, vocabulary, history or culture of the Spanish-speaking world.
E. Oral Presentation
    1. Students present at least one oral presentation per semester bases on grammar, vocabular, history, or culture in the Spanish-speaking world.
F. Class Participation
    1. Class participation is graded daily.
G. Exams/Tests
    1. There is a chapter test at the end of each chapter.
H. Class Performance
    1. Class participation is graded every day.
I. Final Class Performance
    1. Students complete one culminating oral presentation to the class bases on grammar, vocabulary, history, or culture of the Spanish-speaking world.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Comprehend spoken Spanish at the advanced beginning level.
B. Orally communicate at the advanced beginning level.
C. Write at the advanced beginning level.

Textbooks (Typical):

Textbook:

1. Grant Goodall and Darcy Lear *Conéctate: Introductory Spanish*. 3rd ed., McGraw Hill, 2021.
2. Jose A. Blanco, Phillip Donely *Vistas: Introducción a la lengua española*. 7th ed., Vista Higher Learning, 2024.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: SPAN 2A - Intermediate Spanish I

Course Modification: SPAN 2A - Intermediate Spanish I (Launched - Implemented 11-04-2024)
compared with
SPAN 2A - Intermediate Spanish I (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Spanish - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2020
2. **Program** _ Spanish - Associate in Arts Degree for Transfer (Active) - Fall 2020

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** _ Foreign Languages
   Interdisciplinary _
   Condition _

Foreign Languages

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text** _

Use the conditional tense correctly and recognize it in context.

2. **Objective Text**
   Use the future tense correctly and recognize it in context.
3. **Objective Text**
   Use "nosotros " commands correctly and recognize them in context.
4. **Objective Text**
   Use present subjunctive in various grammatical situations correctly.
5. **Group Title** Use the “personal a” correctly
6. **Objective Text**
   Use binary and non-binary grammar and vocabulary correctly.
7. **Group Title** Use reflexive verbs in sentences with more than one clause
8. **Group Title** Use the preterit and imperfect tense appropriately
9. **Group Title** Know the variety of meanings/uses of the word “se” and recognize them in readings
10. **Group Title** Use “por” and “para” appropriately
11. **Group Title** Use double object pronouns correctly
12. **Group Title** Create negative sentences with more than one clause
13. **Group Title** Speak in complete Spanish sentences about readings and participate in class discussions in Spanish
14. **Group Title** Understand native speakers engaged conversations at moderate speed
15. **Group Title** Use knowledge of English to recognize Spanish cognates as an aid to comprehension
16. **Group Title** Recognize, discuss in Spanish and compare aspects of the culture and society of Hispanic and English speaking countries
17. **Group Title** Speak, write, read and listen at the intermediate level
18. **Group Title** Compare and contrast cultural nuances of the Hispanic world
19. **Group Title** Compose an essay using intermediate grammar, spelling, punctuation, and vocabulary.

Equity Based Curriculum

- Methods of Instruction
  Address
  Lectures aim to bring the lived experience of the students into the class.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. Short compositions in Spanish

1. Students incorporate grammar as well as new vocabulary

2. **Assignment Type** _ Reading
   Add Assignment _

   1. Readings in Spanish

      1. Students answer questions in written Spanish based on readings

3. **Assignment Type** _ Other
   Add Assignment _

   1. Grammar review assignments online and in workbook

      1. Students listen and complete grammer excercises on publisher website

   2. ~~Readings in Spanish~~

      1. ~~Students answer questions in written Spanish based on readings~~

   3. ~~Short compositions in Spanish~~

      1. ~~Students incorporate grammar as well as new vocabulary~~

   4. Oral presentations in Spanish

      1. Topics are assigned, and students use grammar as well as new vocabulary and culturally appropriate topics

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of SPAN 2A, students will be able to comprehend~~ Comprehend spoken Spanish at the intermediate level.
2. **Outcome Text**
   ~~Upon completion of SPAN 2A, students will be able to orally~~ Orally communicate at the intermediate level.
3. **Outcome Text**
   ~~Upon completion of SPAN 2A, students will be able to write~~ Write at the intermediate level.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course SPAN 1B - Elementary Spanish(~~Active~~ Launched)
   Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement
   Skills Analysis
   Requisite Course Objective(s)
   - Communicate using the indicative and subjunctive moods
     Degree of Importance ~~Not Necessary~~ Required
   - Create comparative and superlative sentences
     Degree of Importance ~~Not Necessary~~ Required
   - Recombine learned structures and vocabulary to create simple paragraphs using correct word order
     Degree of Importance ~~Recommended~~ Required
   - Recognize errors in Spanish caused by direct, word-for-word translation from English
     Degree of Importance ~~Not Necessary~~ Recommended
   - Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S.
     Degree of Importance ~~Recommended~~ Required
   - Prepare and extend invitations
     Degree of Importance ~~Not Necessary~~ Required
   - Compare and contrast common Hispanic and U.S. cultural hobbies and favorite pastimes
     Degree of Importance ~~Required~~ Recommended
   - Talk about health issues, including accidents and stressful events using culturally and linguistically appropriate inflections
     Degree of Importance ~~Recommended~~ Required
   - Use of subjunctive to understand Hispanic cultural aspects when giving commands
     Degree of Importance ~~Recommended~~ Required
   - Express some personal attitudes towards events using the subjunctive
     Degree of Importance ~~Recommended~~ Required

Catalog View **Prerequisite:** SPAN 1B with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  One test per chapter.
- Quizzes
  Frequency
  at least one quiz per chapter.
- Papers
  Frequency
  At lest three papers per semester.
- Oral Presentation
  Frequency
  At least three oral presentations per semester.
- Projects
  Frequency
  One final project at the end of the semester.
- Simulation
  Frequency
  At least one simulation per semester.
- Group Projects
  Frequency
  At least three groups projects per semester.
- Class Participation
  Frequency
  Class participation is graded daily.
- Class Work
  Frequency
  At least one time every chapter.
- Home Work
  Frequency
  At least one time every week.
- Final Class Performance
  Frequency
  Present a culminating project of five to six minutes to the class in Spanish based on a topic of grammar, vocabulary, culture, history, or realia.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~Fully~~ **Online with the Flexible In-Person Component (~~FO~~ OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by ~~only~~ online materials and activities delivered through the college's learning management system, and through the use of other required materials. ~~All approved~~ Approved instructional ~~contract~~ contact hours are delivered through ~~those~~ online ~~interactions.~~ interaction ~~Any~~ supplemented ~~synchronous~~ by ~~requirements~~ required in-person assessment or activities that are ~~listed~~ available ~~in~~ at ~~the~~ approved ~~schedule~~ locations during a specific range of ~~classes~~ time .*

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~Fully~~ **Online with the Flexible In-Person Component (~~FO~~ OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by ~~only~~ online materials and activities delivered through the college's learning management system, and through the use of other required materials. ~~All approved~~ Approved instructional ~~contract~~ contact hours are delivered through ~~those~~ online ~~interactions.~~ interaction ~~Any~~ supplemented ~~synchronous~~ by ~~requirements~~ required in-person assessment or activities that are ~~listed~~ available ~~in~~ at ~~the~~ approved ~~schedule~~ locations during a specific range of ~~classes~~ time .*

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Textbooks/Materials

Textbook

1. **Author(s)** ~~Ana~~ Paula ~~Beatriz Chiquito~~ Cañón
   Title ~~A~~ Taller ~~Handbook~~ de ~~of Contemporary Spanish Grammar~~ escritores
   Edition ~~1st~~ 4th
   Publisher ~~Vista~~ Vistas Higher Learning
   ISBN-13 TAL4
   Year ~~2012~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - Standard grammar text~~
2. ~~**Author(s)** - Cabeza et al.~~
   ~~**Title** - Destellos~~
   ~~**Edition** - 1st~~
   ~~**Publisher** - Cambridge University Press~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2017~~
3. ~~**Author(s)** - Jose A. Blanco~~
   ~~**Title** - Revista~~
   ~~**Edition** - 5th~~
   ~~**Publisher** - Vista Higher Learning~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2018~~ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~**Or Equivalent** - No~~
4. **Author(s)** Jose A. Blanco, Phillip Donely
   Title Vistas
   Edition ~~5th~~ 7th
   Publisher Vista Higher Learning
   ISBN-13 978-1-54339-517-4
   Year ~~2016~~

~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~ -
~~Or Equivalent~~ - ~~No~~ 2024

Codes and Dates

Course Codes

Originator ~~Weiss, Cynthia~~ Suarez, Catherine

Origination Date

~~07~~ 11 / ~~28~~ 03 / ~~2021~~ 2024

Parent Course

No Previous Course
SPAN 2A - Intermediate Spanish I

Entry of Special Dates

- Board of Trustees
  ~~01/16/2018~~
- State Approval
  ~~01/18/2018~~
- CC Approval
  ~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date -
~~08/15/2018~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Spanish 2A
Intermediate Spanish I
Effective: Fall 2025

Catalog Description:

SPAN 2A - Intermediate Spanish I
4.00 Units

This course covers a review of grammar, reading of contemporary literature, practice in conversation and composition, and discussion of cultural topics.

Prerequisite: SPAN 1B with a minimum grade of C

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline:

Foreign Languages

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 conditional tense correctly and recognize it in context.
B. Use the future tense correctly and recognize it in context.
C. Use "nosotros " commands correctly and recognize them in context.
D. Use present subjunctive in various grammatical situations correctly.
E. Use the “personal a” correctly
F. Use binary and non-binary grammar and vocabulary correctly.
G. Use reflexive verbs in sentences with more than one clause
H. Use the preterit and imperfect tense appropriately
I. Know the variety of meanings/uses of the word “se” and recognize them in readings
J. Use “por” and “para” appropriately

K. Use double object pronouns correctly
L. Create negative sentences with more than one clause
M. Speak in complete Spanish sentences about readings and participate in class discussions in Spanish
N. Understand native speakers engaged conversations at moderate speed
O. Use knowledge of English to recognize Spanish cognates as an aid to comprehension
P. Recognize, discuss in Spanish and compare aspects of the culture and society of Hispanic and English speaking countries
Q. Speak, write, read and listen at the intermediate level
R. Compare and contrast cultural nuances of the Hispanic world
S. Compose an essay using intermediate grammar, spelling, punctuation, and vocabulary.

Course Content:

1. Culture: exploration of cultures of the Spanish speaking world including
    1. Values
    2. Lifestyle
    3. Geography
    4. Art
    5. History
    6. Literature
2. Analysis of linguistic structures
    1. The “personal a”
    2. Comparison of preterit and imperfect tenses
    3. Review of prepositions such as “por” and “para”
    4. Review of double object pronouns
    5. Review of negation
    6. Review of present subjunctive
3. Review and refinement of grammatical concepts and structures introduced in Spanish 1A and 1B
    1. Review of present tense, irregular verbs, reflexive verbs
    2. Vocabulary expansion
    3. Formal versus informal
    4. Situational discourse
    5. Improved application of challenging grammatical concepts for non-native speakers of Spanish
4. Speaking, listening, writing, and reading at the intermediate level
5. Study of new vocabulary and idioms
6. Readings and discussion in Spanish
    1. Short stories
    2. Newspaper articles
    3. Magazines
    4. Poems
    5. Songs
7. Videos in Spanish with class discussion and summary in Spanish using several tenses
8. Listening and commentary in Spanish with audio/video material in which native speakers sing or read aloud

Methods of Instruction:

1. Discussion - Discussion in Spanish of assigned readings
2. Audio-visual Activity - Presentation of audio-visual material to promote understanding and discussion of the culture and society of Spanish-speaking countries
3. Classroom Activity - Review of homework assignments, additional class group and partner assignments such as dialogues, compositions, skits
4. Use of intermediate text, workbook and online materials for listening comprehension
5. Active student participation in question and answer sessions in class

Typical Assignments

A. Writing:
    1. Short compositions in Spanish
        1. Students incorporate grammar as well as new vocabulary

B. Reading:
    1. Readings in Spanish
        1. Students answer questions in written Spanish based on readings

C. Other:
    1. Grammar review assignments online and in workbook
        1. Students listen and complete grammer excercises on publisher website
    2. Oral presentations in Spanish
        1. Topics are assigned, and students use grammar as well as new vocabulary and culturally appropriate topics

Methods of Evaluating Student Progress

A. Simulation
    1. At least one simulation per semester.

B. Group Projects
    1. At least three groups projects per semester.

C. Class Participation
    1. Class participation is graded daily.

D. Class Work
    1. At least one time every chapter.

E. Home Work
    1. At least one time every week.

F. Exams/Tests
    1. One test per chapter.

G. Quizzes
    1. at least one quiz per chapter.

H. Papers
    1. At lest three papers per semester.

I. Oral Presentation
    1. At least three oral presentations per semester.

J. Projects
    1. One final project at the end of the semester.
K. Final Class Performance
    1. Present a culminating project of five to six minutes to the class in Spanish based on a topic of grammar, vocabulary, culture, history, or realia.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Comprehend spoken Spanish at the intermediate level.
B. Orally communicate at the intermediate level.
C. Write at the intermediate level.

Textbooks (Typical):

Textbook:

1. Paula Cañón *Taller de escritores*. 4th ed., Vistas Higher Learning, 2024.
2. Jose A. Blanco, Phillip Donely *Vistas*. 7th ed., Vista Higher Learning, 2024.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: SPAN 2B - Intermediate Spanish II

Course Modification: SPAN 2B - Intermediate Spanish II (Launched - Implemented 11-04-2024)
compared with
SPAN 2B - Intermediate Spanish II (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Spanish - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2020
2. **Program** _ Spanish - Associate in Arts Degree for Transfer (Active) - Fall 2020

Course Equivalency

1. **Family** _
   Family Description _ Spanish

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** _ Foreign Languages
   Interdisciplinary _

Condition

Foreign Languages

Course Objectives

Objectives

Upon completion of this course, the student should be able to:

1. **Objective Text** Use the future tenses correctly.
2. **Objective Text** Compose an essay using advanced grammar, spelling, punctuation and vocabulary correctly.
3. **Objective Text** Use por and para correctly.
4. **Objective Text** Use binary and non-binary grammar and vocabulary correctly and be able to explain it in Spanish.
5. **Group Title** Use the conditional, present perfect, and past perfect tense correctly
6. **Group Title** Use subjunctive mode correctly in all tenses
7. **Group Title** Use advanced interrogative sentences
8. **Group Title** Use the passive with “se” as well as the “true passive” correctly
9. **Group Title** Link ideas with appropriate relative pronouns
10. **Group Title** Speak in advanced Spanish sentences about readings and in class discussions in Spanish
11. **Group Title** Summarize media in varied and appropriate tenses Spanish sentences
12. **Group Title** Understand native speakers engaged conversations at normal speed
13. **Group Title** Use knowledge of English to recognize Spanish cognates as an aid to comprehension
14. **Group Title** Recognize, discuss in Spanish and compare aspects of the culture and society of Hispanic and English speaking countries
15. **Group Title** Speak, write, read and listen at the high-intermediate level

Course Content

Lecture Content

1. Culture: exploration of cultures of the Spanish speaking world
    1. Values
    2. Lifestyle
    3. Geography
    4. Art

5. History Literature

2. Review of upper intermediate linguistic/grammatical structures

    1. Vocabulary expansion
    2. Formal versus informal speach
    3. Situational discourse
    4. Improved application of challenging grammatical concepts for non-native speakers of Spanish

3. Advanced interrogitive language
4. The “true passive” and the passive with “se”
5. Linking ideas with appropriate relative pronouns
6. Summary and discussion in advanced Spanish about stories, articles, audio/visual materials
7. Compositions using new vocabulary and language

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Presentation of audio-visual material to promote understanding and discussion of the culture and society of Spanish-speaking countries .
- Discussion
  Comments
  Discussion in Spanish of assigned readings .
- Lecture
  Comments
  Lectures in Spanish based on current events, grammar and vocabulary, culture and history, and equity.
- Projects
  Comments
  As individual project in Spanish based on a grammatical or cultural point discussed in class.
- Simulations
  Comments
  Simulations in Spanish based on a TV or radio commercial.

- Student Presentations
  Comments
  A final presentation of five to six minutes in Spanish bases on an "announcement" in Canvas. These include announcements with topics such as culture, history, grammar, vocabulary, etc.
- Written Exercises
  Comments
  Students complete written exercises based on the current grammar and/ or vocabulary lesson.

1. ~~**Explain**~~
   ~~Listening to and commenting on Spanish audio/visual material in which native speakers sing or read aloud~~
2. ~~**Explain**~~
   ~~Active student participation in question and answer sessions in class~~
3. ~~**Explain**~~
   ~~Videos in Spanish with class discussion and summary in advanced Spanish using several tenses~~
4. **Explain**
   Review of homework assignments, additional class group and partner assignments such as dialogues, compositions, skits

Equity Based Curriculum

- Methods of Instruction
  Address
  Equity: Lectures aim to bring the lived experience of students into the class.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. Readings in Spanish

      1. Students answer questions in written Spanish based on readings

2. **Assignment Type** Writing
   Add Assignment

   1. Short compositions in Spanish

1. Students incorporate grammar as well as new language under review

3. **Assignment Type** Other
   Add Assignment

   1. Grammar review assignments in workbook/lab manual

      1. Students listen to web content to be able to do some of these required activities

   2. ~~Readings in Spanish~~

      1. ~~Students answer questions in written Spanish based on readings~~

   3. ~~Short compositions in Spanish~~

      1. ~~Students incorporate grammar as well as new language under review~~

   4. Oral presentations in Spanish

      1. Topics are assigned, and students use grammar as well as new language under review.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of SPAN 2B, students will be able to comprehend~~ Comprehend spoken Spanish at the advanced intermediate level.
2. **Outcome Text**
   ~~Upon completion of SPAN 2B, students will be able to orally~~ Orally communicate at the advanced intermediate level.

3. **Outcome Text**
   ~~Upon completion of SPAN 2B, students will be able to write~~ Write at the advanced intermediate level.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement
   Skills Analysis
   Requisite Course Objective(s)
   - Use the “personal a” correctly
     Degree of Importance ~~Recommended~~ Required
   - Know the variety of meanings/uses of the word “se” and recognize them in readings
     Degree of Importance ~~Recommended~~ Required
   - Use “por” and “para” appropriately
     Degree of Importance ~~Recommended~~ Required
   - Compose an essay using intermediate grammar, spelling, punctuation, and vocabulary.
     Degree of Importance ~~Not Necessary~~ Required

Catalog View **Prerequisite:** SPAN 2A with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  One test per chapter for a total of six chapter tests.
- Quizzes
  Frequency
  At least one quiz per chapter for a minimum of six quizzzes.
- Papers
  Frequency
  Two written papers per semester.
- Oral Presentation
  Frequency
  Two times per semester.
- Projects
  Frequency
  One individual project per semester and one group project per semester.
- Simulation
  Frequency
  Two individual simulations per semester and one group simulation per semester.

- Class Participation
  Frequency
  Class participation is required two times per week.
- Home Work
  Frequency
  At least one homework assignment per week.
- Final Class Performance
  Frequency
  One final individual presentation to the class of five to six minutes in length.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~**Fully**~~ **Online with the Flexible In-Person Component (~~FO~~ OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by ~~only~~ online materials and activities delivered through the college's learning management system, and through the use of other required materials. ~~All approved~~ Approved instructional ~~contract~~ contact hours are delivered through ~~those~~ online ~~interactions.~~ interaction ~~Any~~ supplemented ~~synchronous~~ by ~~requirements~~ required in-person assessment or activities that are ~~listed~~ available ~~in~~ at ~~the~~ approved ~~schedule~~ locations during a specific range of ~~classes~~ time .*

Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~**Fully**~~ **Online with the Flexible In-Person Component (~~FO~~ OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by ~~only~~ online materials and activities delivered through the college's learning management system, and through the use of other required materials. ~~All approved~~ Approved instructional ~~contract~~ contact hours are delivered through ~~those~~ online ~~interactions.~~ interaction ~~Any~~ supplemented ~~synchronous~~ by ~~requirements~~ required in-person assessment or activities that are ~~listed~~ available ~~in~~ at ~~the~~ approved ~~schedule~~ locations during a specific range of ~~classes~~ time .*

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity .

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Once a ~~week~~ month .
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they*

can do to improve.
Frequency
Once ~~a~~ every ~~week~~ two weeks .

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  ~~Twice~~ At least once a week .
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Once a month.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  Every class meeting .

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Once a ~~week~~ month .

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Once ~~each~~ a ~~week~~ month .
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  ~~Six~~ two times per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~One~~ At ~~each~~ least ~~week~~ once a month .

- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency
  ~~Two~~ At ~~per~~ least ~~semester~~ once a month .
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  ~~Twice~~ Several times a month ~~.~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Once per semester~~ .

Textbooks/Materials

Textbook

1. **Author(s)** ~~Guillermo~~ James ~~Bleichmar~~ C. Courtad , ~~Paula~~ Kathryn ~~Canon~~ Everly and Martín Gaspar
   Title ~~Taller de Escritores~~ Intrigas
   Edition ~~2nd~~ 4th
   Publisher ~~Vista Higher Learning~~ Vistas
   ISBN-13 978-1-66992-870-6
   Year ~~2016~~ 2024
2. **Author(s)** José ~~Cabeza~~ Blanco, ~~et~~ María ~~al~~ Isabel García, and María C . Aprrisi
   Title ~~Destellos~~ Revista: Conversación sin barreras
   Edition ~~1st~~ 6th
   Publisher ~~Cambridge University Press~~ Vistas
   ISBN-13 978-1-54333-621-4
   Year ~~2017~~ 2022
3. **Title** A Handbook of Contemporary Spanish Grammar
   Edition ~~1st~~ 2nd
   ISBN-13 978-1-68004-437-9
   Year ~~2012~~ 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~Standard grammar text~~

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3B - Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

C-ID SPAN 210
Already approved unsubstantial change ~~No~~ Yes
Las Positas College GE Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes
Originator ~~Weiss, Cynthia~~ Suarez, Catherine

Origination Date
~~07~~ 11 / ~~28~~ 03 / ~~2021~~ 2024

Parent Course
No Previous Course
SPAN 2B - Intermediate Spanish II

Entry of Special Dates

- Board of Trustees
  ~~01/16/2018~~
- State Approval
  ~~01/18/2018~~
- CC Approval
  ~~12/04/2017~~

Instructional Services
Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date
~~08/15/2018~~

11/04/2024

Course CB Codes
CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Spanish 2B
Intermediate Spanish II
Effective: Fall 2025

Catalog Description:

SPAN 2B - Intermediate Spanish II
4.00 Units

A course covering the reading of contemporary works, advanced review of grammar emphasis on speaking and composition, and further discussion of cultural topics.

Prerequisite: SPAN 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline:

Foreign Languages

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 future tenses correctly.
B. Compose an essay using advanced grammar, spelling, punctuation and vocabulary correctly.
C. Use por and para correctly.
D. Use binary and non-binary grammar and vocabulary correctly and be able to explain it in Spanish.
E. Use the conditional, present perfect, and past perfect tense correctly
F. Use subjunctive mode correctly in all tenses
G. Use advanced interrogative sentences
H. Use the passive with “se” as well as the “true passive” correctly
I. Link ideas with appropriate relative pronouns
J. Speak in advanced Spanish sentences about readings and in class discussions in Spanish

K. Summarize media in varied and appropriate tenses Spanish sentences
L. Understand native speakers engaged conversations at normal speed
M. Use knowledge of English to recognize Spanish cognates as an aid to comprehension
N. Recognize, discuss in Spanish and compare aspects of the culture and society of Hispanic and English speaking countries
O. Speak, write, read and listen at the high-intermediate level

Course Content:

1. Culture: exploration of cultures of the Spanish speaking world
    1. Values
    2. Lifestyle
    3. Geography
    4. Art
    5. History Literature
2. Review of upper intermediate linguistic/grammatical structures
    1. Vocabulary expansion
    2. Formal versus informal speach
    3. Situational discourse
    4. Improved application of challenging grammatical concepts for non-native speakers of Spanish
3. Advanced interrogitive language
4. The “true passive” and the passive with “se”
5. Linking ideas with appropriate relative pronouns
6. Summary and discussion in advanced Spanish about stories, articles, audio/visual materials
7. Compositions using new vocabulary and language

Methods of Instruction:

1. Discussion - Discussion in Spanish of assigned readings.
2. Audio-visual Activity - Presentation of audio-visual material to promote understanding and discussion of the culture and society of Spanish-speaking countries.
3. Lecture - Lectures in Spanish based on current events, grammar and vocabulary, culture and history, and equity.
4. Projects - As individual project in Spanish based on a grammatical or cultural point discussed in class.
5. Simulations - Simulations in Spanish based on a TV or radio commercial.
6. Student Presentations - A final presentation of five to six minutes in Spanish bases on an "announcement" in Canvas. These include announcements with topics such as culture, history, grammar, vocabulary, etc.
7. Written Exercises - Students complete written exercises based on the current grammar and/ or vocabulary lesson.
8. Use of intermediate text, workbook and online materials for listening comprehension
9. Review of homework assignments, additional class group and partner assignments such as dialogues, compositions, skits

Typical Assignments

A. Reading:
    1. Readings in Spanish
        1. Students answer questions in written Spanish based on readings
B. Writing:
    1. Short compositions in Spanish
        1. Students incorporate grammar as well as new language under review
C. Other:
    1. Grammar review assignments in workbook/lab manual
        1. Students listen to web content to be able to do some of these required activities
    2. Oral presentations in Spanish
        1. Topics are assigned, and students use grammar as well as new language under review.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One test per chapter for a total of six chapter tests.
B. Quizzes
    1. At least one quiz per chapter for a minimum of six quizzzes.
C. Papers
    1. Two written papers per semester.
D. Oral Presentation
    1. Two times per semester.
E. Class Participation
    1. Class participation is required two times per week.
F. Home Work
    1. At least one homework assignment per week.
G. Projects
    1. One individual project per semester and one group project per semester.
H. Simulation
    1. Two individual simulations per semester and one group simulation per semester.
I. Final Class Performance
    1. One final individual presentation to the class of five to six minutes in length.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Comprehend spoken Spanish at the advanced intermediate level.
B. Orally communicate at the advanced intermediate level.
C. Write at the advanced intermediate level.

Textbooks (Typical):

Textbook:

1. James C. Courtad, Kathryn Everly and Martín Gaspar *Intrigas*. 4th ed., Vistas, 2024.
2. José Blanco, María Isabel García, and María C. Aprrisi *Revista: Conversación sin barreras*. 6th ed., Vistas, 2022.

3. Ana Beatriz Chiquito *A Handbook of Contemporary Spanish Grammar.* 2nd ed., Vista Higher Learning, 2022.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: THEA 4 - Modern American Theater

Course Modification: THEA 4 - Modern American Theater (Launched - Implemented 10-31-2024)
compared with
THEA 4 - Modern American Theater (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ Fall ~~2020~~ 2025
Catalog Description
~~The~~ This ~~history,~~ class ~~representation~~ examines and ~~contributions of~~ celebrates various works of Modern American Theater and the ~~study~~ history, representation and contribution of Modern American theater as an instrument for expressing and understanding cultural identity. ~~The~~ ~~focus~~ Focus will be ~~on~~ applied to at least three ~~of~~ playwrights ~~the~~ who ~~following~~ identify ~~cultural groups:~~ as African -American, ~~Americans~~ Latin-American , Asian ~~Americans~~ , ~~European~~ indigenous ~~Americans~~ people , ~~Latin~~ women, ~~Americans~~ LGBTQ, ~~and~~ or ~~Native~~ belong ~~Americans~~ to a religious minority . _
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Actors Conservatory - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2024

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Course Content

Lecture Content

1. Elements of dramatic art
    1. Plot/Dramatic Action

2. Character (including acting)
3. Theme/Idea
4. Spectacle (including scenery, costumes, lighting and elements of design)
5. Diction (language)
6. Music
7. Applications of these Aristotelian elements to theater

2. Purposes of Theater
    1. Reflection of society and human behavior
    2. Venue for celebration, community and catharsis
    3. Instrument for social criticism and change

3. Study of three ethnic groups in theater and film. Each of the three groups will be covered with the following topics :
    1. History and background
        1. Style and purpose of theater in the country of origin
        2. Representations by the dominant ethnic group
            1. e.g. African American – Uncle Tom's Cabin, Minstrel Shows, Porgy and Bess, Six Degrees of Separation
        3. Representations by the group itself:
            1. e.g. African American – A Raisin in the Sun, Dutchman, Fences, The Wiz, The Colored Museum, Tyler Perry Musicals

2. Elements of Theatrical Expression
    1. Periods and styles
    2. Writers
    3. Plays and musicals
    4. Performers

3. Themes and Issues expressed in plays and musicals
    1. Ethnic identity and pride
    2. Social and economic issues
    3. Relations between ethnic groups
    4. Theater as celebration and life affirmation

4. Issues related to ethnic theater
    1. Assimilation versus cultural uniqueness
    2. Open (“colorblind”) casting
    3. Differences and similarities in perceptions and values between various ethnic groups

Equity Based Curriculum

- DE Course Interaction
  Address
  Emphasizes equitable access to materials and engagement strategies that support inclusive learning experiences.
- Course Content
  Address
  Equity is addressed by ensuring a diverse range of perspectives, highlighting underrepresented voices in Modern American Theater.
- Typical Texts
  Address
  Equity is prioritized by including plays and readings from a variety of authors representing different identities and cultural backgrounds, promoting a more inclusive understanding of American theater.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   1. Group Project

      1. Rehearse and perform for the class a scene from the Latino play, Los Vendidos, by Luis Valdez

2. **Assignment Type** Writing
   Add Assignment

   1. Research a Bay Area theater group or playwright from one of the cultures studied

      1. Write a five-page report describing and evaluation of the group or playwright

3. **Assignment Type** Reading
   Add Assignment

   1. Read the play, Ma Rainey's Black Bottom, and be prepared by the next class session to:

1. Take a quiz on the content of the play
2. Discuss the themes and ideas expressed in the play

4. **Assignment Type** Other
   Add Assignment

   1. Theatrical Performance:

      1. Attend a performance of a play or musical by authors and artists of a studied ethnic group (eg. M. Butterfly at the Asian American Theatre Company in San Francisco)
      2. Write a descriptive and critical response to

         1. The play or musical as written
         2. The play or musical as produced and performed

   2. ~~Reading/Writing~~

      1. ~~Read the play, Ma Rainey's Black Bottom, and be prepared by the next class session to:~~

         1. ~~Take a quiz on the content of the play~~
         2. ~~Discuss the themes and ideas expressed in the play~~

   3. ~~Group Project~~

      1. ~~Rehearse and perform for the class a scene from the Latino play, Los Vendidos, by Luis Valdez~~
   4. ~~Research Report~~

1. ~~Research a Bay Area theater group or playwright from one of the cultures studied~~
2. ~~Write a five-page report describing and evaluation the group or playwright~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completing THEA 4, the student should be able to discuss~~ Discuss ethnic-theater related issues.
2. **Outcome Text**
   ~~pon completing THEA 4, the student should be able to identify~~ Identify and analyze a work of American Theater, arguing its relevance in the American cannon.
3. **Outcome Text**
   ~~Upon completing THEA 4, the student should be able to trace~~ Trace the history of a specific ethnic group and articulate their representation in the canon of
   _ American Theater.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject ~~ENG~~ ENGL (English)
   Requisite Course ~~ENG~~ ENGL ~~1A~~ C1000 - ~~Critical~~ Academic Reading and ~~Composition~~ Writing (~~Historical~~ Launched)
   Requisite Validation ~~Content Review~~ Advisory
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~
   - ~~- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:~~
     ~~**Degree of Importance** - Required~~
   - ~~- Summarize a thesis and main points;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Analyze main ideas;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Evaluate the validity and logic of the text's reasoning and support;~~
     ~~**Degree of Importance** - Required~~
   - ~~- Relate ideas and information in the text to his/her own experience as well as other texts;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Create a coherent position or argument based on reading;~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Write multiple-paragraph papers that:~~

~~**Degree of Importance** - Required~~

- ~~- Accurately and appropriately respond to a given assignment;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Develop a relevant, focused thesis;~~
  ~~**Degree of Importance** - Required~~
- ~~- Are well-organized and coherently move from coordinating to subordinating points;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Are well-developed with sufficient and relevant evidence;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;~~
  ~~**Degree of Importance** - Required~~
- ~~- Demonstrate stylistic choices in tone, syntax, and diction;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use standard American English correctly;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Review sources for relevant evidence and arguments;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Document sources in an academically responsible way.~~
  ~~**Degree of Importance** - Required~~

Catalog View **Recommended Course Preparation:** ENGL C1000 with a minimum grade of C

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.

A fully online modality increases accessibility, allowing students from diverse backgrounds and locations to engage with the material and it supports inclusive learning through digital resources, interactive forums, and multimedia content, all of which can enhance engagement with Modern American Theater in a dynamic and accessible format.

Explain how the decision was made to offer this course in a Distance Education mode.

~~Our Program Review states that our department needs to further diversify our DE offerings. Currently, only one course is available in the DE format, and with the addition of this course (and two more that are planned), our students will have additional options in how they want to complete their certificate programs.~~ The decision to make this course available to DE was discuss in multiple dept ~~.~~ meetings over ~~the last 2~~ multiple years. ~~–~~

~~Emergency Delivery~~ This ~~Methods~~

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~

- has
  been a successful modality.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.

- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

If there are any topics you did not choose, use the text box below to explain why. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Most email instruction and communication will be instructor initiated. However, students will be encouraged to email the
  instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  The instructor will facilitate discussions in the class discussion board. While it's impossible to reply
  to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  The instructor will make substantive comments on student submissions, such as written
  assignments and exam essay questions

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is: after reading the Los Vendidos, by Luis Valdez, relate the text and the character within to the farmworkers rights movement.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  Students will complete a peer-editing assignment. They will edit another student's paper and give feedback directly on the document. An example assignment is: Exploring three groups of Modern American Theater, write an essay on the the representation of women within each culture.

Textbooks/Materials

Other ~~No~~ Yes

Textbook

1. **Author(s)** Jacqueline Springfield
   Title Black Playwrights and Heightened Text When Shakespeare Ain't Enuf
   Publisher Routledge
   Year 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
2. **Author(s)** Paul Thifault
   Title The Routledge Introduction to American Drama
   Edition 1st
   Publisher Routledge
   ISBN-13 9780367696535
   Year 2022
3. **Author(s)** Savran, David, Ed,
   Title In Their Own Words (B. Interviews by playwrights such as David Henry Hwang, Luis Valdez, August Wilson, Wallace Shawn)
   Edition
   Publisher Theater Communications Group
   Year 1988
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   -
4. **Author(s)** Stewart Lane

Title Jews on Broadway: An Historical Survey....
Edition 2
Publisher Mcfarland & Co Inc Pub
~~**ISBN-13**~~ -
Year 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

5. **Author(s)** Joi Carr
   Title Encountering Texts: The Multicultural Theatre Project and "Minority" Literature
   Edition 2
   Publisher Peter Lang Inc., International Academic Publishers
   Year 2015
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~ -
6. **Author(s)** Roger Ellis
   Title Multicultural Theatre 2: Contemporary Hispanic, Asian and African-American Plays
   ~~**Edition**~~ - ~~1st~~
   Publisher Meriwether Pub
   Year 1998
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Strong and affordable compilation of the authors to be studies in class
7. **Author(s)** Stephen Greer
   Title Queer exceptions: Solo performance in neoliberal times (Theatre Theory Practice Performance MUP)
   Edition 1st
   Publisher Manchester University Press
   ISBN-13
   Year 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
8. **Author(s)** Alan Nadel , Kevin Wetmore
   Title The Theatre of August Wilson (Critical Companions)
   Edition 1st
   Publisher Methuen Drama
   ISBN-13
   Year 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

Other Learning Materials

1. **Other**
   Plays and readings from a variety of authors representing different identities and cultural backgrounds are used.

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No

Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3A - Arts
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date

~~12~~ 10 / ~~21~~ 30 / ~~2018~~ 2024

Parent Course

No Previous Course

THEA 4 - Modern American Theater

Entry of Special Dates

- Board of Trustees
  ~~06/18/2019~~
- State Approval
  ~~06/10/2019~~
- CC Approval
  ~~03/04/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2020~~

10/31/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Theater Arts 4
Modern American Theater
Effective: Fall 2025

Catalog Description:

THEA 4 - Modern American Theater
3.00 Units

This class examines and celebrates various works of Modern American Theater and the history, representation and contribution of Modern American theater as an instrument for expressing and understanding cultural identity. Focus will be applied to at least three playwrights who identify as African-American, Latin-American, Asian, indigenous people, women, LGBTQ, or belong to a religious minority.

Recommended Course Preparation: ENGL C1000 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:

Drama/Theater 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. For each group studied:
   1. Trace the history of the group in American Theater as represented by the majority culture and the group itself.
   2. Describe the history, techniques and purpose of theater in the group's country of origin
   3. List significant plays, writers, performers and theatrical styles of the group
   4. Describe and discuss in detail at least one play or musical from the group
   5. Discuss theater related issues particular to each group
   6. Compare and contrast theatrical and artistic expressions in various American ethnic groups;

B. Demonstrate an appreciation for theatrical experiences from ethnic cultures other than their own;
C. Discuss ethnic theater related issues such as:
    1. Assimilation versus cultural uniqueness
    2. Differences in perceptions and values between various ethnic groups
    3. Open ("color blind") casting
D. Critique and evaluate theatrical experiences, making particular reference to the elements of dramatic art.
E. Define and describe the elements of dramatic art;

Course Content:

1. Elements of dramatic art
    1. Plot/Dramatic Action
    2. Character (including acting)
    3. Theme/Idea
    4. Spectacle (including scenery, costumes, lighting and elements of design)
    5. Diction (language)
    6. Music
    7. Applications of these Aristotelian elements to theater
2. Purposes of Theater
    1. Reflection of society and human behavior
    2. Venue for celebration, community and catharsis
    3. Instrument for social criticism and change
3. Study of three ethnic groups in theater and film. Each of the three groups will be covered with the following topics:
    1. History and background
        1. Style and purpose of theater in the country of origin
        2. Representations by the dominant ethnic group
            1. e.g. African American – Uncle Tom's Cabin, Minstrel Shows, Porgy and Bess, Six Degrees of Separation
        3. Representations by the group itself:
            1. e.g. African American – A Raisin in the Sun, Dutchman, Fences, The Wiz, The Colored Museum, Tyler Perry Musicals
    2. Elements of Theatrical Expression
        1. Periods and styles
        2. Writers
        3. Plays and musicals
        4. Performers
    3. Themes and Issues expressed in plays and musicals
        1. Ethnic identity and pride
        2. Social and economic issues
        3. Relations between ethnic groups
        4. Theater as celebration and life affirmation
4. Issues related to ethnic theater
    1. Assimilation versus cultural uniqueness

2. Open (“colorblind”) casting
3. Differences and similarities in perceptions and values between various ethnic groups

Methods of Instruction:

1. Projects
2. Lecture
3. Field Trips - Attendance at live theatrical productions, at least one from each group studied
4. Guest Lecturers - or artists
5. Student Presentations
6. Audio-visual Activity - Viewing of films and videos of stage productions and documentaries
7. Whole class and small group discussions
8. In class performance readings of scenes from plays and musicals
9. Assigned readings from plays and articles
10. Group Projects

Typical Assignments

A. Project:
    1. Group Project
        1. Rehearse and perform for the class a scene from the Latino play, Los Vendidos, by Luis Valdez
B. Writing:
    1. Research a Bay Area theater group or playwright from one of the cultures studied
        1. Write a five-page report describing and evaluation of the group or playwright
C. Reading:
    1. Read the play, Ma Rainey’s Black Bottom, and be prepared by the next class session to:
        1. Take a quiz on the content of the play
        2. Discuss the themes and ideas expressed in the play
D. Other:
    1. Theatrical Performance:
        1. Attend a performance of a play or musical by authors and artists of a studied ethnic group (eg. M. Butterfly at the Asian American Theatre Company in San Francisco)
        2. Write a descriptive and critical response to
            1. The play or musical as written
            2. The play or musical as produced and performed

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 2x per semester
B. Quizzes
    1. weekly
C. Research Projects
    1. 1 per semester
D. Papers

1. 2x per semester

E. Field Trips
    1. 1 per semester
F. Group Projects
    1. 1 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Discuss ethnic-theater related issues.
B. Identify and analyze a work of American Theater, arguing its relevance in the American cannon.
C. Trace the history of a specific ethnic group and articulate their representation in the canon of American Theater.

Textbooks (Typical):

Textbook:

1. Jacqueline Springfield *Black Playwrights and Heightened Text When Shakespeare Ain't Enuf.*, Routledge, 2025.
2. Paul Thifault *The Routledge Introduction to American Drama.* 1st ed., Routledge, 2022.
3. Savran, David, Ed, *In Their Own Words (B. Interviews by playwrights such as David Henry Hwang, Luis Valdez, August Wilson, Wallace Shawn).*, Theater Communications Group, 1988.
4. Stewart Lane *Jews on Broadway: An Historical Survey.....* 2 ed., Mcfarland & Co Inc Pub, 2017.
5. Joi Carr *Encountering Texts: The Multicultural Theatre Project and "Minority" Literature.* 2 ed., Peter Lang Inc., International Academic Publishers, 2015.
6. Roger Ellis *Multicultural Theatre 2: Contemporary Hispanic, Asian and African-American Plays.* 1st ed., Meriwether Pub, 1998.
7. Stephen Greer *Queer exceptions: Solo performance in neoliberal times (Theatre Theory Practice Performance MUP).* 1st ed., Manchester University Press, 2019.
8. Alan Nadel , Kevin Wetmore *The Theatre of August Wilson (Critical Companions).* 1st ed., Methuen Drama, 2019.

Other Learning Materials:

1. Plays and readings from a variety of authors representing different identities and cultural backgrounds are used..

Other Materials Required of Students

Other Materials Required of Students:

1. Tickets will need to be purchased to live theatrical productions.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: THEA 39A - Musical Theater Workshop - Beginning

Course Modification: THEA 39A - Musical Theater Workshop - Beginning (Launched - Implemented 11-01-2024)
compared with
THEA 39A - Musical Theater Workshop - Beginning (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** Musical Theater - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2023
2. **Program** Actors Conservatory - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2024

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Course Content

Lecture Content

1. Coaching by the instructor in the preparation and performances of the above scenes/songs for a culminating public performance

2. Feedback on prepared and performed work

3. Equity is addressed by introducing foundational musical theater skills through diverse performance styles and inclusive material that reflects varied cultural perspectives.

Methods of Instruction

~~Other~~ Check all that apply: - ~~Yes~~

- Classroom Activity
  ~~Explain~~ Comments
  Feedback and reactions to performed work, both by students and instructors.
- Directed Study
  Comments
  Guidance by the instructor in the selection of material to be performed
- ~~Explain~~ -
  .
  Coaching and evaluation of individual and group work in the process of rehearsing .
- ~~Explain~~
  ~~Feedback~~ Student ~~and reactions to peformed work, both by students and instructors~~ Presentations
- ~~Explain~~ Comments
  Preparation, rehearsal and in-class performance of musical theater ensemble numbers, duets and solos .

Other No

Equity Based Curriculum

- Course Content
  Address
  Equity is addressed by introducing foundational musical theater skills through diverse performance styles and inclusive material that reflects varied cultural perspectives.
- Typical Texts
  Address
  The Typical Texts section supports equity by incorporating songs and scenes from a broad spectrum of musicals, representing different voices, identities, and storytelling traditions to create an inclusive learning environment.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of THEA 39A, the student will be able to create~~ Create a professional portfolio for auditioning with sheet music.

2. **Outcome Text**
   ~~Upon completion of THEA 39A, the student will be able to demonstrate~~ Demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.
3. **Outcome Text**
   ~~Upon completion of THEA 39A, the student will be able to examine~~ Examine major genres and contributors of the American Musical Theater.
4. **Outcome Text**
   ~~Upon completion of THEA 39A, the student will be able to prepare~~ Prepare , rehearse and perform a duet scene/song from a musical.
5. **Outcome Text**
   ~~Upon completion of THEA 39A, the student will be able to research~~ Research and analyze the character, scene, song and show of a performed musical theater solo.
6. **Outcome Text**
   ~~Upon completion of THEA 39A, the student will be able to synthesize~~ Synthesize basic acting, movement and singing skills to create a truthful song performance.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Group Projects
  Frequency
  ~~Approx~~ Approximately 3x per semester

  Grading of prepared duet scenes/songs and solos, based on the objective quality of the work, the discipline and seriousness demonstrated in rehearsals, and the amount of improvement and growth shown by the student.

Distance Education

Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

In discussing with my theater arts colleagues and our Dean, we felt ~~that there has to be a way to offer~~ offering the course ~~in case of an emergency, or alternate scheduling need, so that students in the program are not prolonging their academic career due to an emergency beyond their control; while at the same time, we are looking to the possibility of alternate instructional models that benefit students, such as~~ Partially Online ~~; to free~~ frees up scheduling complications within the discipline for students and staff. This course serves as the foundation, and prerequisite for 2 other courses throughout the theater arts degrees.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from students about their desire to continue to move forward with their educational goals.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

There has to be a way to offer the course in case of an emergency, or alternate scheduling need, so that students in the program are not prolonging their academic career due to an emergency beyond their control; while at the same time, we are looking to the possibility of alternate instructional models that benefit students, such as

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.

- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Textbooks/Materials

Other ~~No~~ Yes

Textbook

1. **Author(s)** Steven Chicurel
   Title Musical Theatre Song: A Comprehensive Course in Selection, Preparation, and Performance
   Edition 2nd
   Publisher Bloomsbury
   ISBN-13 9781350153582
   Year 2022
2. **Author(s)** Joe Deer, Rocco Dal Vera
   Title Acting in Musical Theatre: A Comprehensive Course
   Edition 3rd
   ISBN-13 9780367233280
   Year 2021
3. **Author(s)** David Henson, Kenneth Pickering
   Title Musical Theatre: A Workbook for Further Study
   Edition 1st
   Publisher Red Globe Press
   ISBN-13
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
4. **Author(s)** Joe Deer, Rocco Del Vara
   Title Acting in Musical Theatre: A comprehensive course
   Edition 2nd
   Publisher Routledge
   ISBN-13
   Year 2016
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

Other Learning Materials

1. **Other**
   The Typical Texts section supports equity by incorporating songs and scenes from a broad spectrum of musicals, representing different voices, identities, and storytelling traditions to create an inclusive learning environment.

Codes and Dates

Course Codes

Origination Date

10/ ~~19~~ 31 / ~~2020~~ 2024

Parent Course

No Previous Course

THEA 39A - Musical Theater Workshop - Beginning

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~

- State Approval

  ~~01/27/2020~~

- CC Approval

  ~~10/21/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date ~~-~~

~~08/15/2020~~

11/01/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Theater Arts 39A
Musical Theater Workshop - Beginning

Effective: Fall 2025

Catalog Description:

THEA 39A - Musical Theater Workshop - Beginning
3.00 Units

Training in performance skills for the musical theater, with emphasis on acting, stage movement and vocal production. Solo, duet and ensemble work, possibly leading to a culminating public performance.

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater 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. Perform a musical theater solo for an audition
B. Perform successfully in multiple group ensemble musical theater numbers
C. Express and exhibit the fundamentals of musical theater voice and movement

Course Content:

Lab:

1. Rehearsals and performance of the following musical theater scenes and musical numbers:
    1. An ensemble scenes and songs
    2. A duet scene and song, or other small ensemble numbers

3. A solo for audition

Lecture:

1. Coaching by the instructor in the preparation and performances of the above scenes/songs for a culminating public performance
2. Feedback on prepared and performed work
3. Equity is addressed by introducing foundational musical theater skills through diverse performance styles and inclusive material that reflects varied cultural perspectives.

Methods of Instruction:

1. Classroom Activity - Feedback and reactions to performed work, both by students and instructors.
2. Directed Study - Guidance by the instructor in the selection of material to be performed. Coaching and evaluation of individual and group work in the process of rehearsing.
3. Student Presentations - Preparation, rehearsal and in-class performance of musical theater ensemble numbers, duets and solos.

Typical Assignments

A. Other:
    1. Present a rehearsed duet song in class with a partner, with lines memorized and staging created by the students.
    2. Participate in the rehearsing and performing of an ensemble number with the rest of the class.
    3. Work toward class presentation of selected material.
    4. Complete a character analysis of selected material.

Methods of Evaluating Student Progress

A. Group Projects
    1. Approximately 3x per semester Grading of prepared duet scenes/songs and solos, based on the objective quality of the work, the discipline and seriousness demonstrated in rehearsals, and the amount of improvement and growth shown by the student.
B. Class Participation
    1. Daily Evaluation of participation by the student in class technique work and discussions
C. Class Work
    1. Daily
D. Home Work
    1. Weekly
E. Class Performance
    1. 3-4x per semester
F. Final Public Performance
    1. 1x per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Create a professional portfolio for auditioning with sheet music.
B. Demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.
C. Examine major genres and contributors of the American Musical Theater.
D. Prepare, rehearse and perform a duet scene/song from a musical.
E. Research and analyze the character, scene, song and show of a performed musical theater solo.
F. Synthesize basic acting, movement and singing skills to create a truthful song performance.

Textbooks (Typical):

Textbook:

1. Steven Chicurel *Musical Theatre Song: A Comprehensive Course in Selection, Preparation, and Performance*. 2nd ed., Bloomsbury, 2022.
2. Joe Deer, Rocco Dal Vera *Acting in Musical Theatre: A Comprehensive Course*. 3rd ed., Routledge, 2021.
3. David Henson, Kenneth Pickering *Musical Theatre: A Workbook for Further Study*. 1st ed., Red Globe Press, 2017.
4. Joe Deer, Rocco Del Vara *Acting in Musical Theatre: A comprehensive course*. 2nd ed., Routledge, 2016.

Other Learning Materials:

1. The Typical Texts section supports equity by incorporating songs and scenes from a broad spectrum of musicals, representing different voices, identities, and storytelling traditions to create an inclusive learning environment..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: THEA 39B - Musical Theater Workshop - Intermediate

Course Modification: THEA 39B - Musical Theater Workshop - Intermediate (Launched - Implemented 11-01-2024)
compared with
THEA 39B - Musical Theater Workshop - Intermediate (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Course Content

Lecture Content

1. Musical Theater Dance technique for the Actor
2. Introductory music theory
3. Coaching by the instructor in the preparation and performances of the above scenes/songs for a possible culminating public performance
4. Written and spoken feedback on prepared and performed work by fellow students
5. The Course Content emphasizes inclusive learning by exploring musical theater techniques from a variety of cultural perspectives.

Methods of Instruction

Check all that apply:

- Demonstration
  Comments
  Demonstrations, lectures and discussions on basic acting techniques and vocal production
  Demonstrations and lectures on movement, staging and choreography

1. Directed Study
   ~~Explain~~ **Comments**
   Guidance by the instructor in the selection of material to be performed in solos and duets
2. Individualized Instruction
   ~~Explain~~ **Comments**
   Coaching and evaluation of individual and group work
   Feedback and reactions to performed work, both by students and other instructors
3. Lecture
   Comments
   Guidance and instruction in the preparation of a written show/scene/song/character analysis
4. ~~Explain~~
   ~~Demonstrations~~ Student ~~and lectures on movement, staging and choreography~~ Presentations
5. ~~Explain~~
   ~~Coaching and evaluation of individual and group work~~
6. ~~Explain~~
   ~~Feedback and reactions to performed work, both by students and other instructors~~
7. ~~Explain~~ **Comments**
   Preparation, rehearsal and in-class performance of musical theater ensemble numbers, duets and solos

Equity Based Curriculum

- Course Content
  Address
  The Course Content emphasizes inclusive learning by exploring musical theater techniques from a variety of cultural perspectives.
- Assignments
  Address
  Equity is addressed by allowing students to select pieces that align with their personal identities and backgrounds, fostering a sense of authenticity and representation in performance.
- Typical Texts
  Address

Works by diverse composers and playwrights to ensure students engage with a wide range of voices and experiences in musical theater.

Typical Assignments

Typical Assignments

1. **Add Assignment**

    1. Write an analysis of the show, the scene and the song that is being performed with a partner.
    2. Write an analysis of the particular character being played.
    3. Write a critique of a performance by a fellow student.
    4. Present a rehearsed solo as from a work of musical theater.
    5. Work collaboratively with fellow performers to present an ensemble number from a given style and era of Musical Theater.
    6. Equity is addressed by allowing students to select pieces that align with their personal identities and backgrounds, fostering a sense of authenticity and representation in performance.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of THEA 39B, the student will be able to create~~ Create a professional portfolio for auditioning with sheet music, resume and headshot/photo.
2. **Outcome Text**
   ~~Upon completion of THEA 39B, the student will be able to demonstrate~~ Demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.
3. **Outcome Text**
   ~~Upon completion of THEA 39B, the student will be able to examine~~ Examine major genres and contributors of the American Musical Theater.
4. **Outcome Text**
   ~~Upon completion of THEA 39B, the student will be able to synthesize~~ Synthesize intermediate acting, movement and singing skills to create a truthful song performance.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course THEA 39A - Musical Theater Workshop - Beginning(~~Historical~~ Launched)
   Skills Analysis
   Requisite Course Objective(s)
   - Perform successfully in multiple group ensemble musical theater numbers
     Degree of Importance ~~Required~~ Recommended

Catalog View **Prerequisite:** THEA 39A with a minimum grade of C

Distance Education

Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.
In discussing with my theater arts colleagues and our Dean, we felt ~~that~~ offering ~~there~~ the course Partially Online frees up scheduling complications within the discipline for students and staff. This course serves as the foundation, and prerequisite for 2 other courses throughout the theater arts degrees.
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our Dean, and hearing from students about their desire to continue to move forward with their educational goals.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual

circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

There has to be a way to offer the course in case of an emergency, or alternate scheduling need, so that students in the program are not prolonging their academic career due to an emergency beyond their control ~~; ,~~ ~~while at the same time, we are looking to the possibility of alternate instructional models that benefit students, such as Partially Online, to free up scheduling complications within the discipline for students and staff.~~ This course is required for ~~tha~~ the Actors Conservatory.

~~**Explain how the decision was made to offer this course in a Distance Education mode.**~~ **Syllabus**

~~The decision was made after discussion with colleagues, our Dean, and hearing from students about their desire to continue to move forward with their educational goals.~~ Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- ~~If you~~ **Instructor ~~selected~~ response ~~only~~ time.**
- ~~Emergency~~ Grade ~~Delivery~~ turnaround ~~methods,~~ time.
- ~~please~~ Student ~~explain~~ participation.
- ~~why~~ Instructor ~~this~~ participation.
- ~~course~~ Student ~~should~~ rights ~~be~~ and ~~taught~~ responsibilities.
- Student behavior in a DE ~~format~~ course.
- ~~ONLY~~ Academic ~~in the case of an emergency and not under usual circumstances~~ Integrity .

Textbooks/Materials

Other ~~No~~ Yes

Textbook

1. **Author(s)** Steven Chicurel
   Title Musical Theatre Song: A Comprehensive Course in Selection, Preparation, and Performance
   Edition
   Publisher Bloomsbury
   Year 2022
2. **Title** Acting in Musical Theatre: A Comprehensive Course
   Edition
   Year 2022
3. **Author(s)** David Henson, Kenneth Pickering
   Title Musical Theater: A workbook for further study

Edition 1st
Publisher Red Globe Press
ISBN-13
Year 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

4. **Author(s)** Joe Deer, Rocco Dal Vera
Title Acting in Musical Theatre A Comprehensive Course,
Edition 2nd
Publisher Routledge
ISBN-13
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

Other Learning Materials

1. **Other**
Works by diverse composers and playwrights to ensure students engage with a wide range of voices and experiences in musical theater.

General Education/Transfer Request

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes
- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date
10/ ~~19~~ 31 / ~~2020~~ 2024

Parent Course
No Previous Course
THEA 39B - Musical Theater Workshop - Intermediate

Entry of Special Dates

- Board of Trustees
~~01/21/2020~~
- State Approval
~~01/27/2020~~
- CC Approval
~~10/21/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date
~~08/15/2020~~

11/01/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Theater Arts 39B
Musical Theater Workshop - Intermediate
Effective: Fall 2025

Catalog Description:

THEA 39B - Musical Theater Workshop - Intermediate
3.00 Units

Intermediate training in performance skills for the musical theater, with emphasis on acting, stage movement and vocal production. Study includes written analyses, musical theater staging and basic acting and vocal techniques. Solo, duet, and ensemble work possibly leading to culminating public performance.

Prerequisite: THEA 39A with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater 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. Analyze in writing a musical theater scene, characters, music and lyrics in preparation for performing or directing musical theater
B. Describe the techniques used in acting and movement in a musical theater duet or solo
C. Critically evaluate the musical theater acting/singing performances of other students and performers
D. Perform with improved skills in terms of acting, movement characterization and vocal production a musical theater scene/song duet with a partner - preferably from one of the genres not experienced in Theater 39 A - musical comedy, musical drama, operette, opera, rock opera, revue

E. Perform with improved skills in terms of acting, movement, characterization and vocal production a musical theater solo - preferably from one of the genres not experienced in Theater 39 A - musical comedy, musical drama, opertta, opera, rock opera, revue
F. Perform with improved skills in terms of acting and movement a musical theater ensemble number with a group

Course Content:

Lab:

1. Show/scene/song/character analysis through written work
2. Basic principles of musical theater voice and staging
3. Basic acting technique
4. Rehearsals and performance of the following musical theater scenes and musical numbers
5. A duet scene and song
6. A musical solo
7. An ensemble number with a group
    1. Note: The duet, solo and ensemble number will be from a genre not experienced in Theater 39 A: musical comedy, musical drama, operetta, opera, rock opera, revue. Choices to be determined and monitored by instructor and student.

Lecture:

1. Musical Theater Dance technique for the Actor
2. Introductory music theory
3. Coaching by the instructor in the preparation and performances of the above scenes/songs for a possible culminating public performance
4. Written and spoken feedback on prepared and performed work by fellow students
5. The Course Content emphasizes inclusive learning by exploring musical theater techniques from a variety of cultural perspectives.

Methods of Instruction:

1. Demonstration - Demonstrations, lectures and discussions on basic acting techniques and vocal production Demonstrations and lectures on movement, staging and choreography
2. Directed Study - Guidance by the instructor in the selection of material to be performed in solos and duets
3. Lecture - Guidance and instruction in the preparation of a written show/scene/song/character analysis
4. Individualized Instruction - Coaching and evaluation of individual and group work Feedback and reactions to performed work, both by students and other instructors
5. Student Presentations - Preparation, rehearsal and in-class performance of musical theater ensemble numbers, duets and solos

Typical Assignments

A. Other:
    1. Write an analysis of the show, the scene and the song that is being performed with a partner.
    2. Write an analysis of the particular character being played.

3. Write a critique of a performance by a fellow student.
4. Present a rehearsed solo as from a work of musical theater.
5. Work collaboratively with fellow performers to present an ensemble number from a given style and era of Musical Theater.
6. Equity is addressed by allowing students to select pieces that align with their personal identities and backgrounds, fostering a sense of authenticity and representation in performance.

Methods of Evaluating Student Progress

A. Papers
    1. 2x per semester
B. Class Participation
    1. Daily Evaluation of participation by the student in class technique work and discussions
C. Class Work
    1. Weekly
D. Home Work
    1. Weekly Grading of written work - show/song and character analyses for both the duet and solo
E. Class Performance
    1. 2-3x per semester
F. Final Public Performance
    1. 1x per semester Grading of prepared duet scenes/songs and solos, based on the objective quality of the work, the discipline and seriousness demonstrated in rehearsals, and the amount of improvement and growth shown by the student.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Create a professional portfolio for auditioning with sheet music, resume and headshot/photo.
B. Demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.
C. Examine major genres and contributors of the American Musical Theater.
D. Synthesize intermediate acting, movement and singing skills to create a truthful song performance.

Textbooks (Typical):

Textbook:

1. Steven Chicurel *Musical Theatre Song: A Comprehensive Course in Selection, Preparation, and Performance.*, Bloomsbury, 2022.
2. Joe Deer, Rocco Dal Vera *Acting in Musical Theatre: A Comprehensive Course.*, Routledge, 2022.
3. David Henson, Kenneth Pickering *Musical Theater: A workbook for further study.* 1st ed., Red Globe Press, 2017.
4. Joe Deer, Rocco Dal Vera *Acting in Musical Theatre A Comprehensive Course,.* 2nd ed., Routledge, 2016.

Other Learning Materials:

1. Works by diverse composers and playwrights to ensure students engage with a wide range of voices and experiences in musical theater..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: THEA 39C - Musical Theater Workshop - Advanced

Course Modification: THEA 39C - Musical Theater Workshop - Advanced (Launched - Implemented 11-01-2024)
compared with
THEA 39C - Musical Theater Workshop - Advanced (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
TOTALS
Calculations

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Course Content

Lecture Content

1. Instruction in writing a critical review of a musical
2. Musical Theater Dance for the Actor
3. Basic music theory
4. Coaching by the instructor in the preparation and performances of the above scenes/songs
5. Feedback on prepared and performed work
6. The Course Content emphasizes inclusive learning by exploring musical theater techniques from a variety of cultural perspectives.

Equity Based Curriculum

- Course Content
  Address
  The Course Content emphasizes inclusive learning by exploring musical theater techniques from a variety of cultural perspectives.
- Assignments
  Address
  Equity is addressed by allowing students to select pieces that align with their personal identities and backgrounds, fostering a sense of authenticity and representation in performance.
- Typical Texts
  Address
  Works by diverse composers and playwrights to ensure students engage with a wide range of voices and experiences in musical theater.

Typical Assignments

Typical Assignments

1. **Add Assignment**

    1. Write a critical review of a musical theater production seen outside of class.
    2. Write and then present to the class a report on Rodgers and Hammerstein.
    3. Present a solo as if you are auditioning for a musical theater company.
    4. Equity is addressed by allowing students to select pieces that align with their personal identities and backgrounds, fostering a sense of authenticity and representation in performance.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of THEA 39C, the student will be able to create~~ Create a professional portfolio for auditioning with sheet music, resume and headshot/photo.
2. **Outcome Text**

~~Upon completion of THEA 39C, the student will be able to demonstrate~~ Demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.

3. **Outcome Text**
   ~~Upon completion of THEA 39C, the student will be able to examine~~ Examine major genres and contributors of the American Musical Theater.
4. **Outcome Text**
   ~~Upon completion of THEA 39C, the student will be able to synthesize~~ Synthesize advanced acting, movement and singing skills to create a truthful song performance.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course THEA 39B - Musical Theater Workshop - Intermediate(~~Historical~~ Launched)
   Skills Analysis
   Requisite Course Objective(s)
   - Describe the techniques used in acting and movement in a musical theater duet or solo
     Degree of Importance ~~Required~~ Recommended
   - Critically evaluate the musical theater acting/singing performances of other students and performers
     Degree of Importance ~~Required~~ Recommended

Catalog View **Prerequisite:** THEA 39B with a minimum grade of C

Distance Education

Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

In discussing with my theater arts colleagues and our Dean, we felt ~~that~~ offering ~~there~~ the course Partially Online frees up scheduling complications within the discipline for students and staff. This course serves as the foundation, and prerequisite for 2 other courses throughout the theater arts degrees.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from students about their desire to continue to move forward with their educational goals.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

There has to be a way to offer the course in case of an emergency, or alternate scheduling need, so that students in the program are not prolonging their academic career due to an emergency beyond their control ~~;~~ .

~~while~~ This ~~at~~ course is required for the ~~same~~ Actors ~~time, we are looking to the possibility of alternate instructional models that benefit students, such as Partially Online, to free up scheduling complications within the discipline for students and staff.~~

~~**Explain how the decision was made to offer this course in a Distance Education mode.**~~

~~The decision was made after discussion with colleagues, our Dean, and hearing from students about their desire to continue to move forward with their educational goals~~ Conservatory .

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

~~If~~

- ~~you~~ Instructor ~~selected~~ response ~~only~~ time.
- ~~Emergency~~ Grade ~~Delivery~~ turnaround ~~methods,~~ time.
- ~~please~~ Student ~~explain~~ participation.
- ~~why~~ Instructor ~~this~~ participation.

- ~~course~~ Student ~~should~~ rights ~~be~~ and ~~taught~~ responsibilities.
- Student behavior in a DE ~~format~~ course.
- ~~ONLY~~ Academic ~~in the case of an emergency and not under usual circumstances~~ Integrity . -

Textbooks/Materials

Other ~~No~~ Yes

Textbook

1. **Author(s)** Joe Deer, Rocco Dal Vera
   Title Acting in Musical Theatre: A Comprehensive Course
   Edition
   Publisher Routledge
   Year 2021
2. **Author(s)** Steven Chicurel
   Title Musical Theatre Song: A Comprehensive Course in Selection, Preparation, and Performance
   Edition
   Publisher Bloomsbury
   Year 2022
3. **Author(s)** David Henson, Kenneth Pickering
   Title Musical Theater: A workbook for further study
   Edition 1st
   Publisher Red Globe Press
   ISBN-13
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
4. **Author(s)** Joe Deer, Rocco Dal Vera
   Title Acting in Musical Theatre A Comprehensive Course,
   Edition 2nd
   Publisher Routledge
   ISBN-13
   Year 2016
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

Other Learning Materials

1. **Other**
   Works by diverse composers and playwrights to ensure students engage with a wide range of voices and experiences in musical theater.

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

- Transfers to UC

  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

10/ ~~19~~ 31 / ~~2020~~ 2024

Parent Course

No Previous Course

THEA 39C - Musical Theater Workshop - Advanced

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~

- State Approval

  ~~01/27/2020~~

- CC Approval

  ~~10/21/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date -

~~08/15/2020~~

11/01/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Theater Arts 39C
Musical Theater Workshop - Advanced
Effective: Fall 2025

Catalog Description:

THEA 39C - Musical Theater Workshop - Advanced
3.00 Units

Advanced training in performance skills for the musical theater, with emphasis on acting, stage movement and vocal production. Study includes auditioning techniques and critical analyses of musical theater performances. Culminating public performance required.

Prerequisite: THEA 39B with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater 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. Audition for a musical comedy or musical drama
B. Describe various musical theater styles, writers and performing artists
C. Evaluate in written form the production of a live musical
D. Create the staging for a musical theater solo or duet
E. Perform at an advanced level in terms of believable acting, appropriate movement, well defined characterization and vocal production a musical theater solo - preferably from one of these genres not

experienced in Theater 39 A and 39 B - musical comedy, musical drama, operetta, opera, rock opera, revue

F. Perform in an advanced level in terms of acting, movement and group awareness and syncronization a musical theater ensemble number with a group
G. Perform at an advanced level in terms of believable acting, appropriate movement, well defined characterization and vocal production a musical theater duet with a partner - preferably from one of these genres not experienced in Theater 39 A or 39 B - musical comedy, musical drama, operetta, opera, rock opera, revue

Course Content:

Lab:

1. Musical theater audition techniques and practice
2. Study of musical theater artists, writers, styles and history
3. Staging musical theater solos and duets
4. Rehearsals and performance of the following musical theater scenes and musical numbers:
    1. A duet scene and song
    2. A musical solo
    3. An ensemble musical number
        1. Note: The duet, solo and ensemble number will be from a genre not experienced in Theater 39 A or 39 B: musical comedy, musical drama, operetta, opera, rock opera, revue. Choices to be determined and monitored by instructor and student.

Lecture:

1. Instruction in writing a critical review of a musical
2. Musical Theater Dance for the Actor
3. Basic music theory
4. Coaching by the instructor in the preparation and performances of the above scenes/songs
5. Feedback on prepared and performed work
6. The Course Content emphasizes inclusive learning by exploring musical theater techniques from a variety of cultural perspectives.

Methods of Instruction:

1. Discussion - Lecture, discussion and demonstration of audition techniques for musical theater
2. Directed Study - Lecture and written assignments on musical theater artists, writers, styles and history
3. Individualized Instruction - Coaching of the staging of solos and duets
4. Critique - Feedback and reactions to performed work, both by students and instructors
5. Discussion and shared written examples of theatrical reviews

Typical Assignments

A. Other:
    1. Write a critical review of a musical theater production seen outside of class.
    2. Write and then present to the class a report on Rodgers and Hammerstein.
    3. Present a solo as if you are auditioning for a musical theater company.

4. Equity is addressed by allowing students to select pieces that align with their personal identities and backgrounds, fostering a sense of authenticity and representation in performance.

Methods of Evaluating Student Progress

A. Papers
    1. 2x per semester Evaluation of the written review of a musical theater production
B. Oral Presentation
    1. 1x per semester Evaluation of in class report on a musical theater performer, writer or style
C. Class Participation
    1. Daily Evalutation of participation by the student in class technique work and discussion
D. Class Work
    1. Weekly
E. Home Work
    1. Weekly
F. Class Performance
    1. 3x per semester Evaluation of audition presentation
G. Final Public Performance
    1. 1x per semester Evaluation of prepared duet scenes/songs and solos, based on the objective quality of the work, the discipline and seriousness demonstrated in rehearsals, and the amount of improvement and growth shown by the student.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Create a professional portfolio for auditioning with sheet music, resume and headshot/photo.
B. Demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.
C. Examine major genres and contributors of the American Musical Theater.
D. Synthesize advanced acting, movement and singing skills to create a truthful song performance.

Textbooks (Typical):

Textbook:

1. Joe Deer, Rocco Dal Vera *Acting in Musical Theatre: A Comprehensive Course.*, Routledge, 2021.
2. Steven Chicurel *Musical Theatre Song: A Comprehensive Course in Selection, Preparation, and Performance.*, Bloomsbury, 2022.
3. David Henson, Kenneth Pickering *Musical Theater: A workbook for further study.* 1st ed., Red Globe Press, 2017.
4. Joe Deer, Rocco Dal Vera *Acting in Musical Theatre A Comprehensive Course,*. 2nd ed., Routledge, 2016.

Other Learning Materials:

1. Works by diverse composers and playwrights to ensure students engage with a wide range of voices and experiences in musical theater..

5.3 Course Deactivations

Justification: Lack of student interest.

- GDDM 67 Adobe InDesign II

Justification: No longer needed since students can now audit courses.

- SPAN 29 Independent Study, Spanish

5.4 Course Modifications

- Achievement in Community College for ESL Students, NCY
- Modern Policing, AS
- Physical Therapy Aide, CA

All Fields

LAS POSITAS COLLEGE

New Program: Achievement in Community College for ESL Students - Certificate of Competency

Cover

Degree/Certificate Name Achievement in Community College for ESL Students
Division Arts & Humanities
Department English as a Second Language
Subject NESL
Program Goal English as a Second Language (ESL)
Award Type Certificate of Competency
Apprenticeship No
Rationale
After analyzing local program need, we are establishing this certificate to eliminate student opportunity gaps.
Program Information
TOP Code 4930.87 - English as a Second Language - Integrated
CIP Code 32.0109 - Second Language Learning.
Does program also prepare students for transfer?
Proposal Information
Effective Term Fall 2025
What percentage of the program is approved to offer through Distance Education? 0%
Next Program Review (Month/Year) October 2026
Origination Date 09/25/2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Statement of Program Goals and Objectives
Those who complete Achievement in Community College for ESL Students will improve their English language skills while simultaneously establishing a sense of place at Las Positas College, improving persistence rates, and developing short and long-term academic and professional goals. Successful completion also has the ability to impact a student's quality of life academically, professionally and personally.
Catalog Description
The Certificate of Competency in Achievement in Community College for ESL Students Program will teach English Language Learners the reading, vocabulary, speaking and listening skills necessary to succeed and thrive at Las Positas College.
Career Opportunities
Master Planning
This certificate maps to goal A: educational excellence. It specifically maps to A1, A2, A3, and A6.

Enrollment and Completer Projections
Place of Program in Curriculum/Similar Programs
Similar Programs at Other Colleges in Service Area
This program has been recommended by the BACCC
Explain

Program Requirements

Program Requirements

1. **Min** 9.000
   Max 9.000
   Group Title Required Core: (9 Hours)
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 3.000
      Max 3.000
      Discipline NESL - Noncredit English as a Second Language
      Course NESL 260 - Introduction to Achievement in Community College for ESL Students (Launched)
      Course Detail Units and Hours:

Total Noncredit Hours 3

      Requisites:
      Other
      Header
      Footer
      Exception Identifier
      Exception
      Include in PLO Mapping No
      Term 1
   2. **Min** 2.000
      Max 2.000
      Discipline NESL - Noncredit English as a Second Language
      Course NESL 261 - Achievement in Community College for ESL Students 1 (Launched)
      Course Detail Units and Hours:

Total Noncredit Hours 2

      Requisites:
      Other
      Header

Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 1

3. **Min** 2.000
   Max 2.000
   Discipline NESL - Noncredit English as a Second Language
   Course NESL 262 - Achievement in Community College for ESL Students 2 (Launched)
   Course Detail Units and Hours:

Total Noncredit Hours 2

   Requisites:
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term 1
4. **Min** 2.000
   Max 2.000
   Discipline NESL - Noncredit English as a Second Language
   Course NESL 263 - Achievement in Community College for ESL Students 3 (Launched)
   Course Detail Units and Hours:

Total Noncredit Hours 2

   Requisites:
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term 1

Program Mapper

Map Header
Map Footer
Curriculum Committee Approval Date
Effective Term
Program Mapper

1. **Min** 0.000

Max 0.000
Term - Semester Term 1 - Fall Semester
Header
Footer
Program Courses

1. **Min** 0.000
   Max 0.000
   Course NESL 260 - Introduction to Achievement in Community College for ESL Students (Launched)
   Course Detail Units and Hours:

   Total Noncredit Hours 3

   Requisites:
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. **Min** 0.000
   Max 0.000
   Course NESL 261 - Achievement in Community College for ESL Students 1 (Launched)
   Course Detail Units and Hours:

   Total Noncredit Hours 2

   Requisites:
   Exception Identifier
   Exception
   Footer
   Category
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
3. **Min** 0.000
   Max 0.000
   Course NESL 262 - Achievement in Community College for ESL Students 2 (Launched)
   Course Detail Units and Hours:

   Total Noncredit Hours 2

Requisites:
Exception Identifier
Exception
Footer
Category
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

4. **Min** 0.000
   Max 0.000
   Course NESL 263 - Achievement in Community College for ESL Students 3 (Launched)
   Course Detail Units and Hours:

   Total Noncredit Hours 2

   Requisites:
   Exception Identifier
   Exception
   Footer
   Category
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon completion of this program, students are able to establish short and long-term academic and professional goals.
   This program aligns to the following Institutional Outcomes (check all that apply):

   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Read Critically: Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**

Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Determine which technology will effectively and efficiently produce the desired results
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

Course Student Learning Outcome Mappings

2. **Outcome**
   Upon completion of this program, students are able to confidently complete ESL or NESL courses.
   This program aligns to the following Institutional Outcomes (check all that apply):

   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Read Critically: Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**

Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Determine which technology will effectively and efficiently produce the desired results
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

Course Student Learning Outcome Mappings

3. **Outcome**
   Upon completion of this program, students are able to confidently access resources and services at Las Positas College.
   This program aligns to the following Institutional Outcomes (check all that apply):

   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Read Critically: Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Determine which technology will effectively and efficiently produce the desired results
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

Course Student Learning Outcome Mappings

CTE Documentation

Gainful Employment No
CTE Regional Consortium Approved No
Advisory Board is attached No
Center of Excellence (COE) **LMI Report is attached** No
Bay Area Community College Consortium (BACCC) **is attached** No
Attached File

Please upload required documents for CTE programs; LMI Data, Advisory, Board Recommendation, BACCC Approved, Apprenticeship Information.

I have reviewed this tab and have completed the requirements for this proposal.

Transfer Documentation

CCCCO TMC Submission form is completed and attached No
CSU/UC Baccalaureate Level Course List by Deparement is attached No
Articulation Agreement by Major (AAM) is attached No
Cal-GETC Certification Course List by Area (GECC) is attached No
Attached File

Apprenticeship Documentation

Gainful Employment No
Sponsor Name
Sponsor Address
Sponsor Phone
Related/Supplemental Instruction (RSI) Year 1 hours
Related/Supplemental Instruction (RSI) Year 2 hours
Related/Supplemental Instruction (RSI) Year 3 hours
California Division of Apprenticeship Standards (DAS) letter No
Current LMI Report No
Attached File

Attachments

Attached File

Codes and Dates

Approval Dates

Program Originator Payne, Leslie

Implementation Date 2024-10-06

Effective Term Fall 2025

TOP Code 4930.87 - English as a Second Language - Integrated

CIP Code 32.0109 - Second Language Learning.

Catalog Description
The Certificate of Competency in Achievement in Community College for ESL Students Program will teach English Language Learners the reading, vocabulary, speaking and listening skills necessary to succeed and thrive at Las Positas College.

Next Program Review (Month/Year) October 2026

Program Control Number

Admin Use Only

Program Requirements

LAS POSITAS COLLEGE

New Program: Achievement in Community College for ESL Students - Certificate of Competency

Program Title

Achievement in Community College for ESL Students

Award Type

Certificate of Competency

Effective Term

Fall 2025

Program Description

The Certificate of Competency in Achievement in Community College for ESL Students Program will teach English Language Learners the reading, vocabulary, speaking and listening skills necessary to succeed and thrive at Las Positas College.

Program Requirements

Course	Title		Hours	Term
Required Core: (9 Hours)				
NESL 260	Introduction to Achievement in Community College for ESL Students	1st	3.0	
NESL 261	Achievement in Community College for ESL Students 1	1st	2.0	
NESL 262	Achievement in Community College for ESL Students 2	1st	2.0	
NESL 263	Achievement in Community College for ESL Students 3	1st	2.0	
			Total: 9.0	

Program Pathway

LAS POSITAS COLLEGE

New Program: Achievement in Community College for ESL Students - Certificate of Competency

The Certificate of Competency in Achievement in Community College for ESL Students Program will teach English Language Learners the reading, vocabulary, speaking and listening skills necessary to succeed and thrive at Las Positas College.

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:** 0.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NESL 260	Introduction to Achievement in Community College for ESL Students	0.0	Major/Required	
NESL 261	Achievement in Community College for ESL Students 1	0.0		
NESL 262	Achievement in Community College for ESL Students 2	0.0		
NESL 263	Achievement in Community College for ESL Students 3	0.0		

Total: 0.0

All Fields

LAS POSITAS COLLEGE

New Program: Modern Policing - Associate of Science Degree

Cover

Degree/Certificate Name Modern Policing
Division Public Safety, Advanced Manufacturing, Transportation, Health, and Kinesiology
Department Administration of Justice
Subject AJ
Program Goal CTE (all non-ADT awards with CTE TOP-Codes)
Award Type Associate of Science Degree
Apprenticeship No
Rationale
The proposed Modern Policing Associate in Science Degree aims to align with both California Assembly Bill 89 (2021) and the recommendations set forth by the Chancellor's Office Modern Policing Degree Task Force, providing a clear and accessible pathway for students to meet the new educational criteria for law enforcement employment.
Program Information
TOP Code 2105.50 - Police Academy*
CIP Code 43.0107 - Criminal Justice/Police Science.
Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall 2025
What percentage of the program is approved to offer through Distance Education? 50-99%
Next Program Review (Month/Year) October 2027
Origination Date 11/05/2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Statement of Program Goals and Objectives
The Modern Policing Associate of Science degree satisfies California Assembly Bill 89 (2021) and provides training for careers in law enforcement as well as related fields in corrections, probation, security, the courts and community service. The program is also designed to enhance professional skills and qualifications. Upon successful completion of the program, students will be able to effectively and ethically apply analytical and critical thinking skills to evaluate and assess law enforcement interactions with multicultural communities; analyze the key concepts/theories of past and current practices of the American justice system; and apply ethical and professional standards of conduct in a law enforcement setting, especially as they pertain to modern policing.
Catalog Description

The Modern Policing Associate of Science Degree program guides students toward careers in law enforcement and policing, and is committed to equity, affordability, access, student-centered design, holistic support, and modernized curriculum for the profession of policing. The degree complies with the requirements of A.B. 89, which requires all Police and Sheriff's patrol officers in California to obtain a Modern Policing degree as of November 2025. Students wishing to transfer should use the CALGETC pattern to meet general education requirements.

Career Opportunities

Law enforcement officer (employment as a peace officer referenced in subdivision (a) of Section 1031.4 of the Government Code).

Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

Enrollment and Completer Projections

Approximately 5 per academic year.

Place of Program in Curriculum/Similar Programs

Will be part of the Administration of Justice Program.

Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC Yes

Explain

Program Requirements

Program Requirements

1. **Min** 43.000
   Max 43.000
   Group Title Required Core: (43 Units)
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 3.000
      Max 3.000
      Discipline AJ - Administration of Justice
      Course AJ 50 - Introduction to Administration of Justice
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:

Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 1

2. **Min** 3.000
   Max 3.000
   Discipline AJ - Administration of Justice
   Course AJ 60 - Criminal Law (Launched)
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term 2
3. **Min** 3.000
   Max 3.000
   Discipline AJ - Administration of Justice
   Course AJ 68 - Police Ethics and Leadership
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term 4
4. **Min** 3.000
   Max 3.000

Discipline AJ - Administration of Justice
Course AJ 70 - Community Relations
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 1

5. **Min** 3.000
Max 3.000
Discipline ARHS - Art History
Course ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: - Eligib
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 4

6. **Min** 3.000
Max 3.000
Discipline COMM - Communication Studies
Course COMM C1000 - Introduction to Public Speaking (Launched)
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 2

7. **Min** 3.000
Max 3.000
Discipline CMST - Communication Studies
Course CMST 11 - Intercultural Communication
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: ENG 1A with a minimum grade of C
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 1

8. **Min** 3.000
Max 3.000
Discipline ENGL - English
Course ENGL C1000 - Academic Reading and Writing (Launched)
Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

Requisites:
Prerequisite: Placement as determined by the college's multiple measures assessment process
Other
Header
Footer

Exception Identifier
Exception
Include in PLO Mapping No
Term 1

9. **Min** 3.000
   Max 3.000
   Discipline ENGL - English
   Course ENGL C1001 - Critical Thinking and Writing (Launched)
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Prerequisite: College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term 3
10. **Min** 3.000
    Max 3.000
    Group Title
    Other
    Header
    Footer
    Exception Identifier
    Exception
    Term

    1. **Min** 3.000
       Max 3.000
       Discipline ETHS - Ethnic Studies
       Course ETHS 6 - Introduction to Race and Ethnicity
       Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

       Requisites:
       Recommended Course Preparation: SOC 1
       Other

Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 2

2. **Min** 3.000
Max 3.000
Discipline SOC - Sociology
Course SOC 3 - Introduction to Race and Ethnicity
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: SOC 1 with a minimum grade of C
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 2

11. **Min** 3.000
Max 3.000
Discipline PHIL - Philosophy
Course PHIL 2 - Ethics
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: - Eligib
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 3

12. **Min** 3.000

Max 3.000
Discipline PSYC - Psychology
Course PSYC 3 - Introduction to Social Psychology
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: PSYC 1 with a minimum grade of C, **Enrollment Limitation:** Eligibility for college-level composition as determined by college assessment or other appropriate method.
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 3

13. **Min** 3.000
Max 3.000
Discipline SOC - Sociology
Course SOC 6 - Social Problems
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 3

14. **Min** 4.000
Max 4.000
Discipline STAT - Statistics
Course STAT C1000 - Introduction to Statistics (Launched)
Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18

Inside of Class Hours	90
Outside of Class Hours	144

Requisites:
Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 2

2. **Min** 3.000
Max 3.000
Group Title List A: Select One (3 Units)
Other
Header
Footer
Exception Identifier
Exception
Term 2

    1. **Min** 3.000
    Max 3.000
    Discipline AJ - Administration of Justice
    Course AJ 55 - Introduction to Correctional Science
    Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:
    Other
    Header
    Footer
    Exception Identifier
    Exception
    Include in PLO Mapping No
    Term 2
    2. **Min** 3.000
    Max 3.000
    Discipline AJ - Administration of Justice
    Course AJ 61 - Evidence

Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term 2

3. **Min** 3.000
   Max 3.000
   Discipline AJ - Administration of Justice
   Course AJ 63 - Criminal Investigation
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term 2

3. **Min**
   Max
   Group Title Total Units for the Major
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 46.000
      Max 46.000
      Other
      Non Course Requirment

Header
Footer
Exception Identifier
Exception
Term

4. **Min** 14.000
   Max 14.000
   Group Title Additional General Education and Elective Units
   Other
   Header
   Footer 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.
   Exception Identifier
   Exception
   Term

   1. **Min** 14.000
      Max 14.000
      Other
      Non Course Requirment
      Header
      Footer
      Exception Identifier
      Exception
      Term

Program Mapper

Map Header
Map Footer
Curriculum Committee Approval Date
Effective Term
Program Mapper

1. **Min** 15.000
   Max 15.000
   Term - Semester Term 1 - Fall Semester
   Header
   Footer

Program Courses

1. **Min** 3.000
   Max 3.000
   Non-Course Requirement
   AD Elective
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category Elective
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. **Min** 3.000
   Max 3.000
   Course AJ 50 - Introduction to Administration of Justice
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
3. **Min** 3.000
   Max 3.000
   Course AJ 70 - Community Relations
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Exception Identifier

Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

4. **Min** 3.000
   Max 3.000
   Course CMST 11 - Intercultural Communication
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Recommended Course Preparation: ENG 1A with a minimum grade of C
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
5. **Min** 3.000
   Max 3.000
   Course ENGL C1000 - Academic Reading and Writing (Launched)
   Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

   Requisites:
   Prerequisite: Placement as determined by the college's multiple measures assessment process
   Exception Identifier
   Exception
   Footer
   Category Major/Required

Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

2. **Min** 16.000
   Max 16.000
   Term - Semester Term 2 - Spring Semester
   Header
   Footer
   Program Courses

   1. **Min** 3.000
      Max 3.000
      Non-Course Requirement
      List A Course
      Course Block Reference
      Exception Identifier
      Exception
      Footer
      Category Major/Required
      Semester(s) Offered
      Spring No
      Summer No
      Fall No
      Rotating No
   2. **Min** 3.000
      Max 3.000
      Group Title
      Exception Identifier
      Exception
      Footer
      Category
      Semester(s) Offered
      Spring No
      Summer No
      Fall No
      Rotating No

      1. **Min** 3.000
         Max 3.000
         Course ETHS 6 - Introduction to Race and Ethnicity
         Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54

Outside of Class Hours	108

Requisites:
Recommended Course Preparation: SOC 1
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

2. **Min** 3.000
Max 3.000
Course SOC 3 - Introduction to Race and Ethnicity
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: SOC 1 with a minimum grade of C
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
Max 3.000
Course AJ 70 - Community Relations
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Exception Identifier
Exception

Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

4. **Min** 3.000
   Max 3.000
   Course COMM C1000 - Introduction to Public Speaking (Launched)
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
5. **Min** 4.000
   Max 4.000
   Course STAT C1000 - Introduction to Statistics (Launched)
   Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

   Requisites:
   Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No

Summer No
Fall No
Rotating No

3. **Min** 15.000
Max 15.000
Term - Semester Term 3 - Fall Semester
Header
Footer
Program Courses

1. **Min** 3.000
Max 3.000
Non-Course Requirement
AD Elective
Course Block Reference
Exception Identifier
Exception
Footer
Category Elective
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
2. **Min** 3.000
Max 3.000
Course ENGL C1001 - Critical Thinking and Writing (Launched)
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Prerequisite: College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
3. **Min** 3.000
Max 3.000

Course PHIL 2 - Ethics
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: - Eligib
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

4. **Min** 3.000
Max 3.000
Course PSYC 3 - Introduction to Social Psychology
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: PSYC 1 with a minimum grade of C, **Enrollment Limitation:** Eligibility for college-level composition as determined by college assessment or other appropriate method.
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

5. **Min** 3.000
Max 3.000
Course SOC 6 - Social Problems
Course Detail Units and Hours:

Lecture Hours	54

Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

4. **Min** 14.000
Max 14.000
Term - Semester Term 4 - Spring Semester
Header
Footer
Program Courses

    1. **Min** 4.000
    Max 4.000
    Non-Course Requirement
    AD Elective
    Course Block Reference
    Exception Identifier
    Exception
    Footer
    Category Elective
    Semester(s) Offered
    Spring No
    Summer No
    Fall No
    Rotating No
    2. **Min** 1.000
    Max 1.000
    Non-Course Requirement
    Kinesiology (Area 7)
    Course Block Reference
    Exception Identifier
    Exception
    Footer
    Category General Education
    Semester(s) Offered
    Spring No

Summer No
Fall No
Rotating No

3. **Min** 3.000
Max 3.000
Non-Course Requirement
Natural Sciences (Area 5)
Course Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
4. **Min** 3.000
Max 3.000
Course AJ 68 - Police Ethics and Leadership
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
5. **Min** 3.000
Max 3.000
Course ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: - Eligib
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome**
   Analyze the key concepts/theories of past and current practices of law enforcement in the criminal justice system.
   This program aligns to the following Institutional Outcomes (check all that apply):

   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Read Critically: Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Course Student Learning Outcome Mappings

2. **Outcome**

   Effectively and ethically apply analytical and critical thinking skills to evaluate and assess law enforcement interactions with multicultural communities, the American justice system, and the impact of the law and legal system on traditionally marginalized or minoritized communities and individuals.

   This program aligns to the following Institutional Outcomes (check all that apply):

   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Course Student Learning Outcome Mappings

3. **Outcome**

Define and recognize the fundamental duties, obligations, and philosophies of a multicultural society and the importance of social justice in the criminal justice system, and law enforcement profession.
This program aligns to the following Institutional Outcomes (check all that apply):

- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Course Student Learning Outcome Mappings

CTE Documentation

Gainful Employment No
CTE Regional Consortium Approved No
Advisory Board is attached No
Center of Excellence (COE) **LMI Report is attached** No
Bay Area Community College Consortium (BACCC) **is attached** No
Attached File
Please upload required documents for CTE programs; LMI Data, Advisory, Board Recommendation, BACCC Approved, Apprenticeship Information.
I have reviewed this tab and have completed the requirements for this proposal. Yes

Transfer Documentation

CCCCO TMC Submission form **is completed and attached** No
CSU/UC Baccalaureate Level Course List by Deparement is attached No
Articulation Agreement by Major (AAM) is attached No
Cal-GETC Certification Course List by Area (GECC) is attached No
Attached File

Apprenticeship Documentation

Gainful Employment No
Sponsor Name
Sponsor Address
Sponsor Phone
Related/Supplemental Instruction (RSI) Year 1 hours
Related/Supplemental Instruction (RSI) Year 2 hours
Related/Supplemental Instruction (RSI) Year 3 hours
California Division of Apprenticeship Standards (DAS) letter No
Current LMI **Report** No
Attached File

Attachments

Attached File

Codes and Dates

Approval Dates

Program Originator McQuiston, Michael

Implementation Date 2024-11-05

Effective Term Fall 2025

TOP Code 2105.50 - Police Academy*

CIP Code 43.0107 - Criminal Justice/Police Science.

Catalog Description
The Modern Policing Associate of Science Degree program guides students toward careers in law enforcement and policing, and is committed to equity, affordability, access, student-centered design, holistic support, and modernized curriculum for the profession of policing. The degree complies with the requirements of A.B. 89, which requires all Police and Sheriff's patrol officers in California to obtain a Modern Policing degree as of November 2025. Students wishing to transfer should use the CALGETC pattern to meet general education requirements.

Next Program Review (Month/Year) October 2027

Program Control Number

Admin Use Only

Program Requirements

LAS POSITAS COLLEGE

New Program: Modern Policing - Associate of Science Degree

Program Title
Modern Policing

Award Type
Associate of Science Degree

Effective Term
Fall 2025

Program Description
The Modern Policing Associate of Science Degree program guides students toward careers in law enforcement and policing, and is committed to equity, affordability, access, student-centered design, holistic support, and modernized curriculum for the profession of policing. The degree complies with the requirements of A.B. 89, which requires all Police and Sheriff's patrol officers in California to obtain a Modern Policing degree as of November 2025. Students wishing to transfer should use the CALGETC pattern to meet general education requirements.

Program Requirements

Course	Title	Units	Term

Required Core: (43 Units)

AJ 50	Introduction to Administration of Justice	1st	3.0
AJ 60	Criminal Law	2nd	3.0
AJ 68	Police Ethics and Leadership	4th	3.0
AJ 70	Community Relations	1st	3.0
ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	4th	3.0
COMM C1000	Introduction to Public Speaking	2nd	3.0
CMST 11	Intercultural Communication	1st	3.0
ENGL C1000	Academic Reading and Writing	1st	3.0
ENGL C1001	Critical Thinking and Writing	3rd	3.0
ETHS 6	Introduction to Race and Ethnicity	2nd	3.0
OR			
SOC 3	Introduction to Race and Ethnicity	2nd	3.0
PHIL 2	Ethics	3rd	3.0
PSYC 3	Introduction to Social Psychology	3rd	3.0
SOC 6	Social Problems	3rd	3.0
STAT C1000	Introduction to Statistics	2nd	4.0

List A: Select One (3 Units)

AJ 55	Introduction to Correctional Science	2nd	3.0
AJ 61	Evidence	2nd	3.0
AJ 63	Criminal Investigation	2nd	3.0

Total Units for the Major

46.0

Additional General Education and Elective Units 14.0

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

Program Pathway

LAS POSITAS COLLEGE

New Program: Modern Policing - Associate of Science Degree

The Modern Policing Associate of Science Degree program guides students toward careers in law enforcement and policing, and is committed to equity, affordability, access, student-centered design, holistic support, and modernized curriculum for the profession of policing. The degree complies with the requirements of A.B. 89, which requires all Police and Sheriff's patrol officers in California to obtain a Modern Policing degree as of November 2025. Students wishing to transfer should use the CALGETC pattern to meet general education requirements.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		3.0	Elective	
AJ 50	Introduction to Administration of Justice	3.0	Major/Required	
AJ 70	Community Relations	3.0	Major/Required	
CMST 11	Intercultural Communication	3.0	Major/Required	
ENGL C1000	Academic Reading and Writing	3.0	Major/Required	

Term 2 - Spring Semester **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
ETHS 6	Introduction to Race and Ethnicity	3.0	Major/Required	
OR				
SOC 3	Introduction to Race and Ethnicity	3.0	Major/Required	
AJ 70	Community Relations	3.0	Major/Required	
COMM C1000	Introduction to Public Speaking	3.0	Major/Required	

STAT C1000	Introduction to Statistics	4.0	Major/Required

Term 3 - Fall Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		3.0	Elective	
ENGL C1001	Critical Thinking and Writing	3.0	Major/Required	
PHIL 2	Ethics	3.0	Major/Required	
PSYC 3	Introduction to Social Psychology	3.0	Major/Required	
SOC 6	Social Problems	3.0	Major/Required	

Term 4 - Spring Semester **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		4.0	Elective	
Kinesiology (Area 7)		1.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
AJ 68	Police Ethics and Leadership	3.0	Major/Required	
ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	3.0	Major/Required	

Total: 60.0

All Fields

LAS POSITAS COLLEGE

New Program: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units)

Cover

Degree/Certificate Name Physical Therapy Aide
Division Public Safety, Advanced Manufacturing, Transportation, Health, and Kinesiology
Department Kinesiology
Subject KIN
Program Goal CTE (all non-ADT awards with CTE TOP-Codes)
Award Type Certificate of Achievement (16 to fewer than 30 units)
Apprenticeship No
Rationale
Kaiser Permanente and other healthcare agencies have seen an increase in need for physical therapy aides in their rehabilitation department. Physical Therapy (PT) Aides are trained to support physical therapists and physical therapy assistants with non-technical tasks, while the need for physical therapy services continues to increase. The Physical Therapy Aide Certificate of Achievement is designed to provide the knowledge and skills required of a Physical Therapy Aide in order to gain employment in the field.
Program Information
TOP Code 1222.00 - Physical Therapist Assistant*
CIP Code 51.2605 - Physical Therapy Technician/Aide.
Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall 2025
What percentage of the program is approved to offer through Distance Education? 50-99%
Next Program Review (Month/Year) 10/2026
Origination Date 11/03/2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Statement of Program Goals and Objectives
The Physical Therapy Aide Certificate of Achievement is designed to help students gain employment at a rehabilitation clinic. Students will be prepared to work clinically assisting licensed medical professionals in the areas of physical therapy, occupational therapy, home care, nursing homes and other outpatient rehabilitative or assisted living facilities.
Catalog Description
The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and

hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

Career Opportunities

The physical therapy aide may be employed in a variety of settings including: hospitals, rehabilitation centers, nursing homes, home care agencies, outpatient clinics, community health centers, and sports medicine clinics.

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 designed to help students gain meaningful employment.

Enrollment and Completer Projections

20 enrollments and completers annually

Place of Program in Curriculum/Similar Programs

This program will be part of the Kinesiology department.

Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC Yes

Explain

Program Requirements

Program Requirements

1. **Min** 15.000
   Max 15.000
   Group Title Required Core: (15 Units)
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 3.000
      Max 3.000
      Discipline KIN - Kinesiology
      Course KIN 14 - Responding to Emergencies: Comprehensive First Aid/CPR/AED
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

2. **Min** 4.000
Max 4.000
Discipline KIN - Kinesiology
Course KIN 17 - Introduction to Athletic Training and Sports Medicine
Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

3. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN 18A - Athletic Training Practicum 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Prerequisite: KIN 17 with a minimum grade of C
Other
Header
Footer
Exception Identifier
Exception

Include in PLO Mapping No
Term

4. **Min** 1.000
   Max 1.000
   Discipline KIN - Kinesiology
   Course KIN 18B - Athletic Training Practicum 2
   Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

   Requisites:
   Prerequisite: KIN 18A with a minimum grade of C
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term
5. **Min** 3.000
   Max 3.000
   Discipline KIN - Kinesiology
   Course KIN 19 - Care and Prevention of Athletic Injuries
   Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

   Requisites:
   Prerequisite: KIN 17 with a minimum grade of C
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term
6. **Min** 3.000
   Max 3.000
   Discipline EMS - Emergency Medical Services
   Course EMS 62 - Basic Medical Terminology

Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

2. **Min** 1.000
   Max 1.000
   Group Title List A: Select One (1 Unit)
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 1.000
      Max 1.000
      Discipline KIN - Kinesiology
      Course KIN AR1 - Archery 1 - Beginning Archery
      Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

      Requisites:
      Other
      Header
      Footer
      Exception Identifier
      Exception
      Include in PLO Mapping No
      Term
   2. **Min** 1.000
      Max 1.000
      Discipline KIN - Kinesiology

Course KIN BD1 - Badminton 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

3. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN BK1 - Basketball 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

4. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN BL1 - Bowling 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other

Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

5. **Min** 1.000
   Max 1.000
   Discipline KIN - Kinesiology
   Course KIN DA1 - Dance Aerobics 1
   Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

   Requisites:
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term
6. **Min** 1.000
   Max 1.000
   Discipline KIN - Kinesiology
   Course KIN FJW1 - Fitness Jog Walk 1
   Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

   Requisites:
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term
7. **Min** 1.000
   Max 1.000
   Discipline KIN - Kinesiology

Course KIN GF1 - Golf 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

8. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN GBW1 - Guts and Butts Workout 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

9. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN JDR1 - Jujutsu - Danzan Ryu 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other

Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

10. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN PF - Personal Fitness
Course Detail Units and Hours:

Lecture Hours	9
Lab Hours	27
Inside of Class Hours	36
Outside of Class Hours	18

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

11. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN PIC1 - Pickleball 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Enrollment Limitation: Participant should be in a healthy physical condition for aerobic exercise..
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

12. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN PL1 - Pilates 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

13. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN SI1 - Soccer - Indoor 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

14. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN SO1 - Soccer - Outdoor 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

15. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN SW1 - Swimming 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

16. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN SWF1 - Swimming for Fitness 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Recommended Course Preparation: KIN SW2 with a minimum grade of C
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No

Term

17. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN VB1 - Volleyball Beginning
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

18. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN WT1 - Weight Training 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

19. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN WTW1 - Women's Weight Training 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54

Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

20. **Min** 1.000
Max 1.000
Discipline KIN - Kinesiology
Course KIN YO1 - Yoga 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

Program Mapper

Map Header
Map Footer
Curriculum Committee Approval Date
Effective Term
Program Mapper

1. **Min** 8.000
Max 8.000
Term - Semester Term 1 - Fall Semester
Header
Footer
Program Courses

    1. **Min** 4.000
    Max 4.000

Course KIN 17 - Introduction to Athletic Training and Sports Medicine
Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

2. **Min** 1.000
Max 1.000
Course KIN 18A - Athletic Training Practicum 1
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Prerequisite: KIN 17 with a minimum grade of C
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
Max 3.000
Course EMS 62 - Basic Medical Terminology
Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	

Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

2. **Min** 8.000
Max 8.000
Term - Semester Term 1 - Spring Semester
Header
Footer
Program Courses

    1. **Min** 1.000
    Max 1.000
    Non-Course Requirement
    List A Course
    Course Block Reference
    Exception Identifier
    Exception
    Footer
    Category Major/Required
    Semester(s) Offered
    Spring No
    Summer No
    Fall No
    Rotating No
    2. **Min** 1.000
    Max 1.000
    Course KIN 18B - Athletic Training Practicum 2
    Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Prerequisite: KIN 18A with a minimum grade of C

Exception Identifier
Exception
Footer
Category
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
   Max 3.000
   Course KIN 19 - Care and Prevention of Athletic Injuries
   Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

   Requisites:
   Prerequisite: KIN 17 with a minimum grade of C
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
4. **Min** 3.000
   Max 3.000
   Course KIN 14 - Responding to Emergencies: Comprehensive First Aid/CPR/AED
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered

Spring Yes
Summer No
Fall No
Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome**
   Perform the duties of a physical therapy aide in a safe manner that minimizes risk to patients, self, and others.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

2. **Outcome**
   Demonstrate proper use of assistive/supportive devices, modalities, and specialized equipment.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

3. **Outcome**
   Apply the education, training, and hands on experience needed to enter the Physical Therapy field in the workforce.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

4. **Outcome**
   Assist in administering treatment plans under direct supervision of the Physical Therapist and/or Physical Therapy Assistant.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

CTE Documentation

Gainful Employment Yes
CTE Regional Consortium Approved No
Advisory Board is attached Yes
Center of Excellence (COE) **LMI Report is attached** Yes
Bay Area Community College Consortium (BACCC) **is attached** No
Attached File
Please upload required documents for CTE programs; LMI Data, Advisory, Board Recommendation, BACCC Approved, Apprenticeship Information.
Labor Market Analysis for Program Recommendation Physical Therapy Aide Occupations Bay_2024.pdf
I have reviewed this tab and have completed the requirements for this proposal. Yes

Transfer Documentation

CCCCO TMC Submission form is completed and attached No
CSU/UC Baccalaureate Level Course List by Deparement is attached No
Articulation Agreement by Major (AAM) is attached No
Cal-GETC Certification Course List by Area (GECC) is attached No
Attached File
Labor Market Analysis for Program Recommendation Physical Therapy Aide Occupations Bay_2024.pdf

Apprenticeship Documentation

Gainful Employment Yes
Sponsor Name
Sponsor Address
Sponsor Phone
Related/Supplemental Instruction (RSI) Year 1 hours
Related/Supplemental Instruction (RSI) Year 2 hours
Related/Supplemental Instruction (RSI) Year 3 hours
California Division of Apprenticeship Standards (DAS) letter No
Current LMI Report No
Attached File
Labor Market Analysis for Program Recommendation Physical Therapy Aide Occupations Bay_2024.pdf

Attachments

Attached File

Codes and Dates

Approval Dates

Program Originator Schenone, Anela

Implementation Date 2024-11-04

Effective Term Fall 2025

TOP Code 1222.00 - Physical Therapist Assistant*

CIP Code 51.2605 - Physical Therapy Technician/Aide.

Catalog Description

The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

Next Program Review (Month/Year) 10/2026

Program Control Number

Admin Use Only

Program Requirements

LAS POSITAS COLLEGE

New Program: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units)

Program Title

Physical Therapy Aide

Award Type

Certificate of Achievement (16 to fewer than 30 units)

Effective Term

Fall 2025

Program Description

The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

Program Requirements

Course	Title	Units	Term

Required Core: (15 Units)

KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED	3.0
KIN 17	Introduction to Athletic Training and Sports Medicine	4.0
KIN 18A	Athletic Training Practicum 1	1.0
KIN 18B	Athletic Training Practicum 2	1.0
KIN 19	Care and Prevention of Athletic Injuries	3.0
EMS 62	Basic Medical Terminology	3.0

List A: Select One (1 Unit)

KIN AR1	Archery 1 - Beginning Archery	1.0
KIN BD1	Badminton 1	1.0
KIN BK1	Basketball 1	1.0
KIN BL1	Bowling 1	1.0
KIN DA1	Dance Aerobics 1	1.0
KIN FJW1	Fitness Jog Walk 1	1.0
KIN GF1	Golf 1	1.0
KIN GBW1	Guts and Butts Workout 1	1.0
KIN JDR1	Jujutsu - Danzan Ryu 1	1.0
KIN PF	Personal Fitness	1.0
KIN PIC1	Pickleball 1	1.0
KIN PL1	Pilates 1	1.0
KIN SI1	Soccer - Indoor 1	1.0
KIN SO1	Soccer - Outdoor 1	1.0
KIN SW1	Swimming 1	1.0
KIN SWF1	Swimming for Fitness 1	1.0
KIN VB1	Volleyball Beginning	1.0
KIN WT1	Weight Training 1	1.0
KIN WTW1	Women's Weight Training 1	1.0
KIN YO1	Yoga 1	1.0

Total: 16.0

Program Pathway

LAS POSITAS COLLEGE

New Program: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units)

The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

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:** 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
KIN 17	Introduction to Athletic Training and Sports Medicine	4.0	Major/Required	
KIN 18A	Athletic Training Practicum 1	1.0	Major/Required	
EMS 62	Basic Medical Terminology	3.0	Major/Required	

Term 1 - Spring Semester **Units:** 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		1.0	Major/Required	
KIN 18B	Athletic Training Practicum 2	1.0		
KIN 19	Care and Prevention of Athletic Injuries	3.0	Major/Required	
KIN 14	Responding to Emergencies: Comprehensive First	3.0	Major/Required	Spring

Aid/CPR/AED

Gateway Course

Total: 16.0

5.5 Program Modifications

- Administrative Medical Assistant, CA
- Business Workforce Proficiency, CA
- Computer Applications Software, CA
- Customer Service, NCL
- Cybersecurity and Network Administration, AS
- Emergency Medical Sciences, AS
- Engineering Technology, AA
- Engineering Technology, CA
- Film Studies, AA
- Film Studies, CA
- Graphic Design, AA
- Graphic Design, CA
- Humanities, AA
- Humanities, CA
- Innovation, Entrepreneurship, and Small Business Management, NCL
- Liberal Arts & Sciences: Arts and Humanities, AA
- Liberal Arts & Sciences: Business, AA
- Liberal Arts & Sciences: Computer Studies, AA
- Liberal Arts & Sciences: Language Arts and Communication, AA
- Liberal Arts & Sciences: Mathematics and Science, AA
- Liberal Arts & Sciences: Social and Behavioral Sciences, AA
- Paramedic Sciences, CA
- Philosophy, AA-T

Program Requirements

LAS POSITAS COLLEGE

Technical Program Revision: Administrative Medical Assistant - Certificate of Achievement (16 to fewer than 30 units)

Program Title

Administrative Medical Assistant

Award Type

Certificate of Achievement (16 to fewer than 30 units)

Effective Term

Fall 2025

Program Description

The Certificate of Achievement in Administrative Medical Assistant provides students with the required knowledge to work in healthcare providers' offices such as physicians' offices, ancillary healthcare providers such as physical therapy, laboratory, radiology, and a wide variety of other supportive healthcare agencies. Courses in this comprehensive program provide a broad foundation of computer skills, healthcare terminology, and medical office skills designed to acquaint students with the roles and responsibilities related to the healthcare field, medical office procedures, healthcare finance and insurance issues, and actual practice in the healthcare arena.

Program Requirements

Course	Title	Units	Term

Required Core: (19.5 Units)

BIO 20	Contemporary Human Biology	3.0
BIO 55	Orientation to Health Care	2.0
CIS 43	Professional Communications	3.0
OR		
CNT 43	Professional Communications	3.0
OR		
CS 43	Professional Communications	3.0
CIS 55	Integrating Office Applications	4.0
CIS 75	Office Technology/Communications	1.0
CIS 79	Medical Office Procedures	3.0
EMS 62	Basic Medical Terminology	3.0
EMS 70	CPR for Healthcare Providers	0.5

List A: Select One (3 Units)

WRKX 94	Occupational Work Experience/Internship	3.0
WRKX 95	General Work Experience	3.0

Total: 22.5

Program Requirements

LAS POSITAS COLLEGE

Technical Program Revision: Business Workforce Proficiency - Certificate of Achievement (8 to fewer than 16 units)

Program Title

Business Workforce Proficiency

Award Type

Certificate of Achievement (8 to fewer than 16 units)

Effective Term

Fall 2025

Program Description

The Business Workforce Proficiency Certificate of Achievement is designed to provide the training and skills necessary to operate effectively in a business environment. The certificate aims to help individuals proficient in administrative tasks across common software programs used in a business environment. The certificate also provides individuals with an overview of how business environments operate, which will strengthen his or her value within the business organization.

Program Requirements

Course	Title	Units	Term

Required Core: (11 Units)

BUSN 40	Introduction to Business	1st	3.0
BUSN 48	Human Relations in Organizations	1st	3.0
CIS 74	Administrative Office Professional		3.0
PCN 15	College Study Skills	1st	2.0

List A: Select One (1 Unit)

CIS 72A	Data Management	1st	1.0
CIS 72B	Basic Office Integration	1st	1.0
CIS 73A	Ten-Key Skill Development	1st	1.0
CIS 75	Office Technology/Communications	1st	1.0
CIS 84	Windows	1st	1.0
CIS 89A	Desktop Presentation	1st	1.0

List B: Select One (3 Units)

CIS 43	Professional Communications	1st	3.0
CNT 43	Professional Communications	1st	3.0
CS 43	Professional Communications	1st	3.0

Students must demonstrate keyboarding speed of 40 net words per minutes. Competency can be met by completing Computer Information Systems 71C with a "C" or better or by presenting a Las Positas College Verification of Proficiency certifying 40 net words per minutes in a five (5) minute timing.

Total: 15.0

Program Requirements

LAS POSITAS COLLEGE

Technical Program Revision: Computer Applications Software - Certificate of Achievement (30 to fewer than 60 units)

Program Title

Computer Applications Software

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

Fall 2025

Program Description

The Certificate of Achievement in Computer Applications Software is designed to prepare students to perform web development and programming, as will as basic data entry using standard and customized software products. This includes instruction in keyboarding skills, personal computer and work station operation, and various interactive software programs used for tasks such as word processing, spreadsheets, databases, and others.

Program Requirements

Course	Title	Units	Term

Required Core: (24 Units)

CNT 43	Professional Communications	3.0
OR		
CS 43	Professional Communications	3.0
OR		
CIS 43	Professional Communications	3.0
CIS 50	Introduction to Computing Information Technology	3.0
CIS 54	MS Excel Essentials	4.0
CIS 55	Integrating Office Applications	4.0
CIS 57	Database Concepts	3.0
CIS 65	Introduction to Desktop Operating Systems	2.0
CIS 75	Office Technology/Communications	1.0
CIS 88A	Introduction to Microsoft Word	1.5
CIS 88B	Adv Microsoft Word	1.5
CIS 89A	Desktop Presentation	1.0

List A: Select Two (6 Units)

CIS 59	Web Dev: HTML/CSS/Javascript	3.0
CIS 59C	Web Programming - JavaScript	3.0
CS 7	Introduction to Computer Programming Concepts	3.0

List B: Select from the Following (4-6 Units)

CIS 55B	Advanced MS Office Skills	2.0
CIS 60	Systems Analysis and Design	3.0
CIS 62	Project Management	3.0
CIS 66	Networking Fundamentals	3.0
OR		
CNT 52	Networking Fundamentals	3.0
CNT 51	CompTIA's A+ Certification Computer Technician	4.0

Total: 34.0-36.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Customer Service - Certificate of Completion

Program Modification: Customer Service - Certificate of Completion (Launched - Implemented 10-06-2024)
compared with
Customer Service - Certificate of Completion (Active - Implemented 08-15-2020)

Cover

Program Goal Workforce Preparation
Program Information
CIP Code 52.0204 - Office Management and Supervision.
Proposal Information
Effective Term Fall ~~2020~~ 2025
Next Program Review (Month/Year) October ~~2020~~ 2026
Origination Date ~~03~~ 09 / ~~24~~ 25 / ~~2019~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Career Opportunities
Employment opportunities include working in fields related to retail, customer service, marketing, sales, management, and small business. The skills taught in these classes are soft skills which have been identified from our advisory board, local employers, and Bureau of Labor Statistics as valuable and desirable. In addition to a traditional career, this will prepare students for the gig economy.
Master Planning
This program fits with the Las Positas College Educational Master Plan strategies A1 "Address the educational needs of a diverse student population and global workforce," A4 "Address the needs of basic skills students," A5 "Assist under prepared students," and A6 "Focus on workforce readiness."

Program Requirements

Program Requirements

1. **Group Title** Required Core: Select One (9 Hours)
    1. **Course** NBUS 200 - Communication in the Workplace
       Course Detail Units and Hours:

Total Noncredit Hours	9

Requisites:
Term 1

2. **Course** NBUS 210 - Customer Service
Course Detail Units and Hours:

Total Noncredit Hours 9

Requisites:
Term 1

2. **Group Title** List A: Select Four (36 Hours)

1. ~~**Discipline**~~ **Non Course Requirment** ~~NBUS~~ List = A ~~Noncredit~~ course ~~Business~~ ~~**Course**~~ not ~~NBUS 201 - Writing Skills for Managers~~ used
Term 1
2. **Course** NBUS 202 - Attitude in the Workplace
Course Detail Units and Hours:

Total Noncredit Hours 9

Requisites:
Term 1
3. **Course** NBUS 203 - Decision Making and Problem Solving
Course Detail Units and Hours:

Total Noncredit Hours 9

Requisites:
Term
4. ~~**Course**~~ - ~~NBUS 204 - Managing Organizational Change~~
~~**Course Detail**~~ -
~~**Term**~~ - 1
5. **Course** NBUS 205 - Team Building
Course Detail Units and Hours:

Total Noncredit Hours 9

Requisites:
Term 1
6. **Course** NBUS 206 - Time Management
Course Detail Units and Hours:

Total Noncredit Hours 9

Requisites:

Term 1

7. ~~**Min** - 9.000~~
   ~~**Max** - 9.000~~
   ~~**Discipline** - NBUS - Noncredit Business~~
   Course NBUS 207 - Conflict Resolution
   Course Detail
   ~~**Other**~~ Units
   ~~**Header**~~ and
   ~~**Footer**~~ Hours:

   Total Noncredit Hours 9

   Requisites:

   Term
8. ~~**Min** - 9.000~~
   ~~**Max** - 9.000~~
   ~~**Discipline** - NBUS - Noncredit Business~~
   ~~**Course** - NBUS 208 - Stress Management in the Workplace~~
   ~~**Course Detail** -~~
   ~~**Other** -~~
   ~~**Header** -~~
   ~~**Footer** -~~
   ~~**Exception Identifier** -~~
   ~~**Exception** -~~
   ~~**Include in PLO Mapping** - No~~
   ~~**Term** -~~
9. ~~**Min** - 9.000~~
   ~~**Max** - 9.000~~
   ~~**Discipline** - NBUS - Noncredit Business~~
   ~~**Course** - NBUS 209 - Values and Ethics~~
   ~~**Course Detail** -~~
   ~~**Other** -~~
   ~~**Header** -~~
   ~~**Footer** -~~
   ~~**Exception Identifier** -~~
   ~~**Exception** -~~
   ~~**Include in PLO Mapping** - No~~
   ~~**Term** - 1~~

Program Mapper

Program Mapper

1. **Min** 45.000

Max _ 45.000
Term - Semester _ Term 1 - Fall Semester
Program Courses

1. Min _ 9.000
   Max 9.000
   ~~Term~~ Group ~~- Semester~~ Title
   ~~Program Courses~~

   1. Min ~~0~~ 9 .000
      Max ~~0~~ 9 .000
      Course NBUS 200 - Communication in the Workplace
   2. ~~Min - 0.000~~
      ~~Max - 0.000~~
      ~~Course - NBUS 210 - Customer Service~~
      ~~Category -~~
      ~~Semester(s) Offered~~
      ~~Spring - No~~
      ~~Fall - No~~

~~Min - 36.000~~
~~Max - 36.000~~
~~Term - Semester -~~
~~Program Courses~~

1. ~~Min - 0.000~~
   ~~Max - 0.000~~
   ~~Course - NBUS 201 - Writing Skills for Managers~~
   Course Detail Units and Hours:

Total Noncredit Hours	9

   Requisites:
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring ~~No~~ Yes
   Summer No
   Fall ~~No~~ Yes
   Rotating No
2. Min ~~0~~ 9 .000
   Max ~~0~~ 9 .000
   Course NBUS ~~202~~ 210 - ~~Attitude~~ Customer ~~in the Workplace~~ Service
   Course Detail Units and Hours:

Total Noncredit Hours 9

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring ~~No~~ Yes
Summer No
Fall ~~No~~ Yes
Rotating No
Min ~~0~~ 36 .000
Max ~~0~~ 36 .000
Non- Course Requirement ~~NBUS~~
List ~~203~~ A ~~- Decision Making and Problem Solving~~ courses
Course ~~Detail~~ Block Reference Customer Service
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
Category Major/Required
Semester(s) Offered
Spring ~~No~~
~~Summer~~ - ~~No~~ Yes
Fall ~~No~~ Yes
~~Rotating~~ - ~~No~~
Min ~~0.000~~
Max ~~0.000~~
~~Course~~ Term - Semester ~~NBUS 204 - Managing Organizational Change~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
~~Min~~ - ~~0.000~~
~~Max~~ - ~~0.000~~
~~Course~~ - ~~NBUS 205 - Team Building~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
~~Min~~ - ~~0.000~~
~~Max~~ - ~~0.000~~
~~Course~~ - ~~NBUS 206 - Time Management~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
~~Min~~ - ~~0.000~~
~~Max~~ - ~~0.000~~
~~Course~~ - ~~NBUS 207 - Conflict Resolution~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
~~Min~~ - ~~0.000~~
~~Max~~ - ~~0.000~~
~~Course~~ - ~~NBUS 208 - Stress Management in the Workplace~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~

~~Rotating - No~~
~~Min - 0.000~~
~~Max - 0.000~~
~~Course - NBUS 209 - Values and Ethics~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon completion of this program, students are able to demonstrate how to prioritize responsibilities in relation to deadlines/time demands.
2. **Outcome**
   Upon completion of this program, students are able to identify personal strengths and areas of improvement in relation to business roles and expertise.
3. **Outcome**
   Upon completion of this program, students are able to recognize multiple tools in improving customer satisfactions and loyalty.

Codes and Dates

Approval Dates

-
-

Implementation Date -
~~2020-08-15~~
2024-10-06

Effective Term ~~Fall 2020~~ Fall 2025

CIP Code - 52.0204 - Office Management and Supervision.

Next Program Review (Month/Year) ~~October 2020~~ October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Customer Service - Certificate of Completion

Program Title
Customer Service

Award Type
Certificate of Completion

Effective Term
Fall 2025

Program Description
This customer service program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students for workplace readiness in all levels of business. The program will help students at all levels if their career from interviewing, managing, decision making, and working with people on a daily basis. The program will also aid students in preparing for college-level courses in Business.

Program Requirements

Course	Title	Hours	Term

Required Core: Select One (9 Hours)

NBUS 200	Communication in the Workplace	1st	9.0
NBUS 210	Customer Service	1st	9.0

List A: Select Four (36 Hours)

List A course not used		1st	9.0
NBUS 202	Attitude in the Workplace	1st	9.0
NBUS 203	Decision Making and Problem Solving	1st	9.0
NBUS 205	Team Building	1st	9.0
NBUS 206	Time Management	1st	9.0
NBUS 207	Conflict Resolution	1st	9.0

Total: 45.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Cybersecurity and Network Administration - Associate of Science Degree

Program Modification: Cybersecurity and Network Administration - Associate of Science Degree (Launched - Implemented 11-05-2024)
compared with
Cybersecurity and Network Administration - Associate of Science Degree (Active - Implemented 08-15-2021)

Cover

Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2021~~ 2025
Next Program Review (Month/Year) October ~~2022~~ 2026
Origination Date 10/ ~~30~~ 31 / ~~2020~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

This program has been recommended by the BACCC Yes

Program Requirements

Program Requirements

1. **Min** ~~37~~ 40 .000
   Max ~~37~~ 40 .000
   Group Title Required Core: (~~37~~ 40 Units)
   1. **Course** CNT 51 - CompTIA's A+ Certification Computer Technician ~~(Historical)~~
      Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: CIS 50 with a minimum grade of C

2. **Group Title**

    1. **Course** CNT 52 - Networking Fundamentals ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

    Requisites:
    Recommended Course Preparation: CIS 50 with a minimum grade of C
    2. **Course** CIS 66 - Networking Fundamentals ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

    Requisites:
    Recommended Course Preparation: CIS 50 with a minimum grade of C

3. **Course** CNT 55 - ~~MCSA I~~ Windows Server Installation, Storage, and Compute (Launched)
Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:

4. **Course** CNT 56 - Networking with Windows Server (Launched)
Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CNT 55 with a minimum grade of C

5. **Course** CNT 68 - Digital Forensics Fundamentals ~~(Historical)~~
   Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

   Requisites:
   Recommended Course Preparation: CIS 66 with a minimum grade of C, or CNT 52 with a minimum grade of C
6. **Course** CNT 69 - Network Security; CompTIA Security + Certification ~~(Historical)~~
   Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

   Requisites:
   Recommended Course Preparation: CNT 51 with a minimum grade of C, CNT 52 with a minimum grade of C
7. **Discipline** CNT - Computer Networking Technology
   Course CNT 7285 - Cloud Infrastructure: CompTIA Cloud+ Certification
   ~~Course Detail~~ -
8. **Group Title**

   1. **Min** 3.000
      Max 3.000
      Discipline CNT - Computer Networking Technology
      Course CNT 7401 - Red Hat Linux Administration I ~~(Historical)~~
      Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

      Requisites:
      Recommended Course Preparation: CIS 50 with a minimum grade of C
      Other

Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

2. **Min** 3.000
Max 3.000
Discipline CS - Computer Science
Course CS 41 - Red Hat Linux Administration I ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CIS 50 with a minimum grade of C
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

9. ~~**Discipline** - CNT - Computer Networking Technology~~
Course CNT 7501 - Ethical Hacking
10. **Course** CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN) (Launched)
Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CIS 50 with a minimum grade of C
11. **Course** CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)
(~~Historical~~ Launched)
Course Detail Units and Hours:

Lecture Hours	45

Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CNT 8001 with a minimum grade of C

12. **Discipline** CNT - Computer Networking Technology
Course CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) (Launched)
Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
13. **Min** 3.000
Max 3.000
Group Title
Other
Header
Footer
Exception Identifier
Exception
Term

1. **Min** 3.000
Max 3.000
Discipline CIS - Computer Information Systems
Course CIS 43 - Professional Communications ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
ENG 1A **Recommended Course Preparation:** ENG 1A, or ENG 1AEX ENG 1AEX.
Other
Header
Footer
Exception Identifier

Exception
Include in PLO Mapping No
Term

2. **Min** 3.000
Max 3.000
Discipline CNT - Computer Networking Technology
Course CNT 43 - Professional Communications ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
ENG 1A **Recommended Course Preparation:** ENG 1A, or ENG 1AEX ENG 1AEX.
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

3. **Min** 3.000
Max 3.000
Discipline CS - Computer Science
Course CS 43 - Professional Communications
Course Detail
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

2. **Group Title** Total Units for the Major

    1. **Min** ~~37~~ 40 .000
    Max ~~37~~ 40 .000
    Non Course Requirment

3. **Min** ~~20~~ 22 .000
Max ~~20~~ 22 .000
Group Title Additional General Education and Elective Units
Footer The Associate Degree is conferred upon those students who complete the required 60 or moresemester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units mustbe earned at Las Positas College. In addition, students must complete a General Education

pattern inorder to earn a degree: see the Las Positas College Associate Degree General Education Pattern or theCalifornia 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 doublecounted will depend on the entry point to the degree program, the optional course(s) taken, and theGE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor toplan the courses necessary to achieve your academic goal.

1. **Min** ~~20~~ 22 .000
   Max ~~20~~ 22 .000
   Non Course Requirment

Program Mapper

Program Mapper

1. **Min** ~~37~~ 16 .000
   Max ~~37~~ 16 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses
   1. **Min** ~~4~~ 3 .000
      Max ~~4~~ 3 .000
      Course CNT ~~51~~ 8001 - ~~CompTIA's~~ Cisco ~~A+~~ CCNA1/3 ~~Certification~~ Introduction ~~Computer~~ to ~~Technician~~ Networks (~~Historical~~ ITN) (Launched)
      Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

      Requisites:
      Recommended Course Preparation: CIS 50 with a minimum grade of C
      Category Major/Required
   2. **Course** CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE) (Launched)
      Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

      Requisites:
      Recommended Course Preparation: CNT 8001 with a minimum grade of C

Category Major/Required

3. **Group Title**
   ~~**Category**~~

   1. **Min** 3.000
      Max 3.000
      Course CNT 52 - Networking Fundamentals ~~(Historical)~~
      Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

      Requisites:
      Recommended Course Preparation: CIS 50 with a minimum grade of C
      Exception Identifier
      Exception
      Footer
      Category Major/Required
      Semester(s) Offered
      Spring No
      Summer No
      Fall No
      Rotating No
   2. **Min** 3.000
      Max 3.000
      Course CIS 66 - Networking Fundamentals ~~(Historical)~~
      Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

      Requisites:
      Recommended Course Preparation: CIS 50 with a minimum grade of C
      Exception Identifier
      Exception
      Footer
      Category Major/Required
      Semester(s) Offered
      Spring No
      Summer No

Fall _ No
Rotating _ No

4. **Min** _ 4.000
Max _ 4.000
Course _ CNT 51 - CompTIA's A+ Certification Computer Technician
Course Detail _ Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: CIS 50 with a minimum grade of C _
Category _ Major/Required

5. **Non-Course Requirement** _
English Composition (Area 1A)
Category _ General Education

2. **Min** _ 15.000
Max _ 15.000
Term - Semester _ Term 2 - Spring Semester
Program Courses

1. **Min** _ 3.000
Max _ 3.000
Non-Course Requirement _
MATH 47 (Area 2)
Category _ General Education

2. **Min** _ 3.000
Max _ 3.000
Non-Course Requirement _
Oral Communication and Critical Thinking (Area 1B)
Course Block Reference _
Exception Identifier _
Exception _
Footer _
Category _ General Education
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No

3. **Min** _
Max _
Group Title

Exception Identifier
Exception
Footer
Category
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

~~**Course** - CNT 55 - MCSA I Windows Server Installation, Storage, and Compute~~

Min 3.000
Max 3.000
Course ~~CNT~~ CIS ~~68~~ 43 - ~~Digital~~ Professional ~~Forensics Fundamentals (Historical)~~ Communications
Course Detail
~~**Category**~~ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
ENG 1A
Recommended Course ~~**CNT 69 - Network Security; CompTIA Security + Certification (Historical)**~~
~~**Category** -~~
~~**Min** - **3.000**~~
~~**Max** - **3.000**~~

~~**Course** - **CNT 7285 - Cloud Infrastructure**~~ **Preparation : ~~CompTIA~~** ENG ~~Cloud+~~ 1A, ~~Certification~~ or ENG 1AEX
~~**Course**~~ **ENG 1AEX.** ~~**Detail** -~~
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min _ 3.000
Max _ 3.000
Course _ CNT 43 - Professional Communications

Course Detail _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
ENG 1A **Recommended Course Preparation:** ENG 1A, or ENG 1AEX ENG 1AEX.
Exception Identifier _
Exception _
Footer _
Category _ Major/Required
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No
Min _ 3.000
Max _ 3.000
Course _ CS 43 - Professional Communications
Course Detail _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C _
Exception Identifier _
Exception _
Footer _
Category _ Major/Required
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No
Min _ 3.000
Max _ 3.000
Course _ CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) (Launched)
Course Detail _ Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Exception Identifier _
Exception _
Footer _
Category _ Major/Required
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No
Min _ 3.000
Max _ 3.000
Course _ CNT 55 - Windows Server Installation, Storage, and Compute (Launched)
Course Detail _ Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Exception Identifier _
Exception _
Footer _
Category _ Major/Required
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No
Min _ 16.000
Max _ 16.000
Term - Semester _ Term 3 - Fall Semester
Program Courses

1. **Min** _ 1.000
   Max _ 1.000
   Non-Course Requirement _
   Kinesiology (Area 7)

Category General Education

2. **Min** 3.000
   Max 3.000
   Group Title
   Exception Identifier
   Exception
   Footer
   Category
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

   1. **Min** 3.000
      Max 3.000
      Course CNT 7401 - Red Hat Linux Administration I ~~(Historical)~~
      Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

      Requisites:
      Recommended Course Preparation: CIS 50 with a minimum grade of C
      Exception Identifier
      Exception
      Footer
      Category Major/Required
      Semester(s) Offered
      Spring No
      Summer No
      Fall No
      Rotating No
   2. **Min** 3.000
      Max 3.000
      Course CS 41 - Red Hat Linux Administration I ~~(Historical)~~
      Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CIS 50 with a minimum grade of C
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
Max 3.000
Course CNT ~~7501~~ 56 - ~~Ethical~~ Networking ~~Hacking~~ with Windows Server (Launched)
Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CNT 55 with a minimum grade of C
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

4. **Min** 3.000
Max 3.000
Course CNT ~~8001~~ 68 - ~~Cisco~~ Digital ~~CCNA1/3~~ Forensics ~~Introduction to Networks (ITN)~~ Fundamentals
Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CIS 66 with a minimum grade of C, or CNT 52 with a minimum grade of C
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

5. **Min** 3.000
Max 3.000
Course CNT ~~8002~~ 69 - ~~Cisco~~ Network ~~CCNA2/3~~ Security; ~~Switching,~~ CompTIA ~~Routing,~~ Security ~~and~~ + ~~Wireless Essentials (SRWE) (Historical)~~ Certification
Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CNT 51 with a minimum grade of C, CNT 52 with a minimum grade of C
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

6. **Min** 3.000
Max 3.000
Non-Course Requirement
Natural Sciences (Area 5)
Course Block Reference
Exception Identifier
Exception
Footer

Category General Education
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No
Min _ 15.000
Max _ 15.000
Term - Semester _ Term 4 - Spring Semester
Header _
Footer _
Program Courses

1. **Min** _ 3.000
   Max _ 3.000
   Course _ CNT 7285 - Cloud Infrastructure: CompTIA Cloud+ Certification
   Course Detail _ Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

   Requisites:
   Recommended Course Preparation: CNT 8001 with a minimum grade of C _
   Exception Identifier _
   Exception _
   Footer _
   Category _ Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. **Min** 3.000
   Max 3.000
   Course CNT ~~8003~~ 7501 - ~~Cisco~~ Ethical ~~CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)~~ Hacking
   Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CNT 52 with a minimum grade of C
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
Max 3.000
~~**Group**~~ **Non-Course** ~~**Title**~~ **Requirement**
Social and Behavioral Sciences (Area 4)
Course Block Reference
Exception Identifier
Exception
Footer
Category
~~**Semester(s)**~~ **General** ~~**Offered**~~
~~**Spring**~~ - ~~No~~
~~**Summer**~~ - ~~No~~
~~**Fall**~~ - ~~No~~
~~**Rotating**~~ - ~~No~~

1. ~~**Min**~~ - ~~3.000~~
~~**Max**~~ - ~~3.000~~
~~**Course**~~ - ~~CIS 43 - Professional Communications (Historical)~~
~~**Course Detail**~~ -
~~**Exception Identifier**~~ -
~~**Exception**~~ -
~~**Footer**~~ -
~~**Category**~~ - Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
2. **Min** 3.000
Max 3.000
Non- **Course** **Requirement** ~~CNT~~
Arts ~~43~~ and ~~- Professional Communications~~ Humanities (~~Historical~~ Area 3)
Course ~~**Detail**~~ **Block Reference**
Exception Identifier

Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
Max 3.000
Non- **Course** **Requirement** ~~CS~~
Ethnic ~~43~~ Studies = (Area ~~Professional Communications~~ 6)
Course ~~**Detail**~~ **Block Reference**
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

~~**Min**~~
- ~~0.000~~

Program Learning Outcomes

~~**Max**~~ **Outcomes** - ~~0.000~~

1. ~~**Term**~~ **Outcome** =
Upon ~~Semester~~ completion of this program, students are equipped with the knowledge and skills to be able to: Design, configure, manage, troubleshoot, and secure networks ethically and efficiently, using the latest concepts, technologies, and techniques.
This program aligns to the following Institutional Outcomes (check all that apply):

- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
~~**Program Courses**~~

1. ~~**Min**~~ ~~37~~ **Communicate Visually and Symbolically** : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas . 000

~~**Max**~~
- ~~37.000~~
~~**Non-Course**~~ **CLO(ILO)** ~~**Requirement**~~ to
~~**Category**~~ PLO

~~Min~~ Map ~~20.000~~
~~Max~~ Top ~~20.000~~
~~Term~~ ILO ~~- Semester~~ Grouping(Delta)
~~Program Courses~~

1. ~~Min~~ ~~20~~ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made . 000

~~Max~~
- ~~20.000~~
~~Non-Course~~ CLO(ILO) ~~Requirement~~ to PLO Map Top ILO Grouping(Delta)
Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
~~Category~~ CLO(ILO) to PLO Map Top ILO Grouping(Delta)
Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
CLO(ILO) to PLO Map Top ILO Grouping(Delta)
Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
CLO(ILO) to PLO Map Top ILO Grouping(Delta)
Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
CLO(ILO) to PLO Map Top ILO Grouping(Delta)
Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
CLO(ILO) to PLO Map Top ILO Grouping(Delta)
Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
CLO(ILO) to PLO Map Top ILO Grouping(Delta)
Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
CLO(ILO) to PLO Map Top ILO Grouping(Delta)
Determine which technology will effectively and efficiently produce the desired results
CLO(ILO) to PLO Map Top ILO Grouping(Delta)
Use appropriate technology to acquire, organize, analyze, and communicate
CLO(ILO) to PLO Map Top ILO Grouping(Delta)
Demonstrate ethical, legal, and safe practices when using technology
CLO(ILO) to PLO Map Top ILO Grouping(Delta)
Use critical thinking skills to identify and apply appropriate technology to achieve objectives

CTE Documentation

Advisory Board is attached ~~No~~ Yes

I have reviewed this tab and have completed the requirements for this proposal. Yes

Attachments

Attached File

~~LMI~~

Codes and Dates

Approval Dates

-
-

Implementation Date -

~~2021-08-15~~

2024-11-05

Effective Term ~~Fall 2021~~ Fall 2025

Next Program Review (Month/Year) ~~October 2022~~ October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Cybersecurity and Network Administration - Associate of Science Degree

Program Title

Cybersecurity and Network Administration

Award Type

Associate of Science Degree

Effective Term

Fall 2025

Program Description

The Associate of Science in Cybersecurity and Network Administration degree was developed in conjunction with our local national labs and industry partners to provide students with a solid background in the fields of Computer Networking and Cybersecurity. The focus on Cybersecurity will provide the student with many of the important skills needed for an entry-level career in Cybersecurity. The courses provide an overview of the entire field. Topics covered will include Cisco Security, Windows Operating System security, Linux security, firewalls, cloud computing, security policies and procedures, e-mail & web security, and designing and building a secure computer network.

Program Requirements

Course	Title	Units	Term

Required Core: (40 Units)

CNT 51	CompTIA's A+ Certification Computer Technician	4.0
CNT 52	Networking Fundamentals	3.0
OR		
CIS 66	Networking Fundamentals	3.0
CNT 55	Windows Server Installation, Storage, and Compute	3.0
CNT 56	Networking with Windows Server	3.0
CNT 68	Digital Forensics Fundamentals	3.0
CNT 69	Network Security; CompTIA Security + Certification	3.0
CNT 7285	Cloud Infrastructure: CompTIA Cloud+ Certification	3.0
CNT 7401	Red Hat Linux Administration I	3.0
OR		
CS 41	Red Hat Linux Administration I	3.0
CNT 7501	Ethical Hacking	3.0
CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0
CNT 8002	Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)	3.0
CNT 8003	Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)	3.0
CIS 43	Professional Communications	3.0
OR		
CNT 43	Professional Communications	3.0
OR		
CS 43	Professional Communications	3.0

Total Units for the Major

40.0

Additional General Education and Elective Units

22.0

The Associate Degree is conferred upon those students who complete the required 60 or moresemester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units mustbe earned at Las Positas College. In addition, students must complete a General Education pattern inorder to earn a degree: see the Las Positas College Associate Degree General Education Pattern or theCalifornia 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 doublecounted will depend on the entry point to the degree program, the optional course(s) taken, and theGE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor

toplan the courses necessary to achieve your academic goal.

Total: 62.0

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Cybersecurity and Network Administration - Associate of Science Degree

The Associate of Science in Cybersecurity and Network Administration degree was developed in conjunction with our local national labs and industry partners to provide students with a solid background in the fields of Computer Networking and Cybersecurity. The focus on Cybersecurity will provide the student with many of the important skills needed for an entry-level career in Cybersecurity. The courses provide an overview of the entire field. Topics covered will include Cisco Security, Windows Operating System security, Linux security, firewalls, cloud computing, security policies and procedures, e-mail & web security, and designing and building a secure computer network.

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:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0	Major/Required	
CNT 8002	Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)	3.0	Major/Required	
CNT 52	Networking Fundamentals	3.0	Major/Required	
OR				
CIS 66	Networking Fundamentals	3.0	Major/Required	
CNT 51	CompTIA's A+ Certification Computer Technician	4.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

MATH 47 (Area 2)		3.0	General Education
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education
CIS 43	Professional Communications	3.0	Major/Required
OR			
CNT 43	Professional Communications	3.0	Major/Required
OR			
CS 43	Professional Communications	3.0	Major/Required
CNT 8003	Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)	3.0	Major/Required
CNT 55	Windows Server Installation, Storage, and Compute	3.0	Major/Required

Term 3 - Fall Semester **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Kinesiology (Area 7)		1.0	General Education	
CNT 7401	Red Hat Linux Administration I	3.0	Major/Required	
OR				
CS 41	Red Hat Linux Administration I	3.0	Major/Required	
CNT 56	Networking with Windows Server	3.0	Major/Required	
CNT 68	Digital Forensics Fundamentals	3.0	Major/Required	
CNT 69	Network Security; CompTIA Security + Certification	3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	

Term 4 - Spring Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 7285	Cloud Infrastructure: CompTIA Cloud+ Certification	3.0	Major/Required	

CNT 7501	Ethical Hacking	3.0	Major/Required
Social and Behavioral Sciences (Area 4)		3.0	General Education
Arts and Humanities (Area 3)		3.0	General Education
Ethnic Studies (Area 6)		3.0	General Education

Total: 62.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Emergency Medical Sciences - Associate of Science Degree

Program Modification: Emergency Medical Sciences - Associate of Science Degree (Launched - Implemented 11-05-2024)

compared with

Emergency Medical Services EMT-Paramedic - Associate of Science Degree (Active - Implemented 08-15-2020)

Cover

Degree/Certificate Name Emergency Medical ~~Services EMT-Paramedic~~ Sciences

Proposal Information

Effective Term Fall ~~2020~~ 2025

Next Program Review (Month/Year) October ~~2021~~ 2026

Origination Date ~~10~~ 11 / ~~28~~ 02 / ~~2019~~ 2024

Narrative

Statement of Program Goals and Objectives

This program is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. Students will be precepted by registered nurses and licensed paramedics.

Catalog Description

The Emergency Medical ~~Technician~~ Sciences ~~-~~ Associate of Science degree is designed to prepare students to take and pass the National Registry Paramedic (~~NREMTP~~ NRP) examination so they can become Licensed Paramedics in the state of California. ~~It~~ This ~~also~~ degree ~~prepares~~ can ~~students~~ be ~~to~~ useful ~~transfer~~ in ~~and~~ gaining ~~earn~~ employment in states that requires paramedics with degrees or assume a ~~BA~~ leadership position in ~~Paramedics~~ EMS where a degree is desired .

~~**Catalog**~~ **Career** ~~**Description**~~ **Opportunities**

~~This~~ Students ~~program~~ that ~~is designed to prepare students to take and pass~~ earn the ~~National Registry~~ Emergency Medical ~~Technician - Paramedic (NREMTP) examination so they can become Licensed Paramedics in the state of California. It also prepares students to transfer and earn a BA in Paramedics. Students that complete the~~ Sciences Associate of Science ~~in Emergency Medical Services EMT-Paramedic~~ degree are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

~~**Career Opportunities**~~

~~Students that earn this degree can find employment as a firefighter, paramedic with an ambulance company, and in specific and limited cases, work in a hospital.~~

Program Requirements

Program Requirements

1. **Min** ~~51~~ 46 .000
   Max ~~51~~ 46 .000
   Group Title Required Core: (~~51~~ 46 Units)

   1. **Course** BIO 50 - Anatomy and Physiology
      Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

      Requisites:
      Term 2
   2. **Course** EMS 10 - Paramedic Theory 1 (Launched)
      Course Detail Units and Hours:

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

      Requisites:
      Prerequisite: EMS 62 with a minimum grade of C, BIO 50 with a minimum grade of C, EMS 20 with a minimum grade of C, **Corequisite:** EMS 12, **Enrollment Limitation:** Documentation from current and/or previous employer(s) verifying six-month full-time experience or 1,000 hours of part time work experience as an EMT (Prehospital experience preferred) that provides direct patient care. Work experience can be either paid or volunteer experience..
      Term 3
   3. **Course** EMS 11 - Paramedic Theory 2 (Launched)
      Course Detail Units and Hours:

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

      Requisites:
      Prerequisite: EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of C, **Corequisite:** EMS 13
      Term 4

4. **Course** EMS 12 - Paramedic Laboratory 1 (Launched)
   Course Detail Units and Hours:

Lab Hours	216
Inside of Class Hours	216

   Requisites:
   Corequisite: EMS 10
   Term 3
5. **Course** EMS 13 - Paramedic Laboratory 2 (Launched)
   Course Detail Units and Hours:

Lecture Hours	
Lab Hours	216
Inside of Class Hours	216

   Requisites:
   Prerequisite: EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of C,
   Corequisite: EMS 11
   Term
6. ~~**Min** - 4.000~~
   ~~**Max** - 4.000~~
   ~~**Course** - EMS 16 - Paramedic Clinical Occupational Work Experience~~
   ~~**Course Detail** -~~
   ~~**Term** -~~
7. ~~**Min** - 10.000~~
   ~~**Max** - 10.000~~
   ~~**Course** - EMS 17 - Paramedic Capstone Occupational Work Experience~~
   ~~**Course Detail** -~~
   ~~**Term** -~~
8. ~~**Course** - EMS 20 - Emergency Medical Technician~~
   ~~**Course Detail** -~~
   ~~**Term** -~~
9. ~~**Course** - EMS 30 - Emergency Medical Responder~~
   ~~**Course Detail** -~~
   ~~**Term** -~~
10. **Min** 3.000
    Max 3.000
    ~~**Discipline**~~ **Course** EMS 16 - Paramedic Clinical Internship (Launched)
    Course Detail Units and Hours:

Work Experience Hours	162

Requisites:
Prerequisite: EMS 11 with a minimum grade of C, EMS 13 with a minimum grade of C
Term 5

11. **Min** 9.000
Max 9.000
Course EMS 17 - Paramedic Field Internship (Launched)
Course Detail Units and Hours:

Work Experience Hours	486

Requisites:
Prerequisite: EMS 16 with a minimum grade of P
Term 6

12. **Course** EMS 20 - Emergency Medical ~~Services~~ Technician (Launched)
Course Detail Units and Hours:

Lecture Hours	90
Lab Hours	108
Inside of Class Hours	198
Outside of Class Hours	180

Requisites:
Recommended Course Preparation: EMS 30 with a minimum grade of C.
Term 1

13. **Course** EMS 62 - Basic Medical Terminology (Launched)
Course Detail
~~**Other**~~ Units
~~**Header**~~ and
~~**Footer**~~ Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Term 2

2. **Group Title** Total Units in the Major

1. **Min** ~~51~~ 46 .000
Max ~~51~~ 46 .000
Non Course Requirment

3. **Min** ~~16~~ 19 .000
Max ~~13~~ 19 .000

Group Title Additional General Education and Elective Units

Footer ~~See~~ 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 ~~Associate of Science Degree for~~ a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program ~~and~~ , the optional course(s) taken , 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.

1. **Min** ~~16~~ 19 .000
   Max ~~13~~ 19 .000
   Non Course Requirment

Program Mapper

Program Mapper

1. **Min** ~~51~~ 16 .000
   Max ~~51~~ 16 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses
   1. **Min** ~~4~~ 3 .000
      Max ~~4~~ 3 .000
      Non- Course Requirement ~~BIO 50 - Anatomy~~
      Social and ~~Physiology~~ Behavioral Sciences (Area 4)
      Category General Education
   2. **Min** ~~6~~ 3 .000
      Max 3.000
      Non-Course Requirement
      English Composition (Area 1A)
      Category General Education
   3. **Min** 3.000
      Max 3.000
      Non-Course Requirement
      Ethnic Studies (Area 6)
      Category General Education
   4. **Min** 7.000
      Max 7 .000
      Course EMS ~~10~~ 20 - ~~Paramedic~~ Emergency ~~Theory~~ Medical ~~1~~ Technician (Launched)
      Course Detail Units and Hours:

Lecture Hours	90
Lab Hours	108

Inside of Class Hours	198
Outside of Class Hours	180

Requisites:
Recommended Course Preparation: EMS 30 with a minimum grade of C.
Footer
Recommend taking EMS 30 previous Summer
Category Major/Required

2. **Min** 16.000
Max 16.000
Term - Semester Term 2 - Spring Semester
Program Courses

1. **Min** 3.000
Max 3.000
Non-Course Requirement
Oral Communication and Critical Thinking (Area 1B)
Category General Education
2. **Min** ~~6~~ 3 .000
Max ~~6~~ 3 .000
Non- **Course** **Requirement** ~~EMS~~
MATH ~~11~~ 47 ~~- Paramedic Theory~~ (Area 2)
~~**Category** -~~
~~**Min** - 4.000~~
~~**Max** - 4.000~~
~~**Course** - EMS 12 - Paramedic Laboratory 1~~
Course ~~**Detail**~~ Block
~~**Footer** -~~
~~**Category** -~~
~~**Min** - 4.000~~
~~**Max** - 4.000~~
~~**Course** - EMS 13 - Paramedic Laboratory 2~~
~~**Course Detail**~~ **Reference**
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 3.000
Max 3.000
Non-Course Requirement

Arts and Humanities (Area 3)
Course Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 4.000
Max 4.000
Course ~~EMS~~ BIO ~~16~~ 50 - ~~Paramedic~~ Anatomy ~~Clinical~~ and ~~Occupational Work Experience~~ Physiology
Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:
Exception Identifier
Exception
Footer
Category
~~**Semester(s) Offered**~~
~~**Spring**~~ - ~~No~~
~~**Summer**~~ - ~~No~~
~~**Fall**~~ - ~~No~~
~~**Rotating**~~ - ~~No~~
~~**Min**~~ - ~~10.000~~
~~**Max**~~ - ~~10.000~~
~~**Course**~~ - ~~EMS 17 - Paramedic Capstone Occupational Work Experience~~
~~**Course Detail**~~ -
~~**Exception Identifier**~~ -
~~**Exception**~~ -
~~**Footer**~~ -
~~**Category**~~ -
~~**Semester(s) Offered**~~
~~**Spring**~~ - ~~No~~
~~**Summer**~~ - ~~No~~
~~**Fall**~~ - ~~No~~

~~**Rotating** - No~~
~~**Min** - 7.000~~
~~**Max** - 7.000~~
~~**Course** - EMS 20 - Emergency Medical Technician~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - EMS 30 - Emergency Medical Responder~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~ Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 3.000
Max 3.000
Course EMS 62 - Basic Medical Terminology
Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No

Summer No
Fall No
Rotating No
Min θ 11 .000
Max θ 11.000
Term - Semester Term 3 - Fall Semester
Footer
Program Courses

1. **Min** 1.000
   Max 1.000
   Non-Course Requirement
   Kinesiology (Area 7)
   Category General Education
2. **Min** 6.000
   Max 6.000
   Course EMS 10 - Paramedic Theory 1 (Launched)
   Course Detail Units and Hours:

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

   Requisites:
   Prerequisite: EMS 62 with a minimum grade of C, BIO 50 with a minimum grade of C, EMS 20 with a minimum grade of C, **Corequisite:** EMS 12, **Enrollment Limitation:** Documentation from current and/or previous employer(s) verifying six-month full-time experience or 1,000 hours of part time work experience as an EMT (Prehospital experience preferred) that provides direct patient care. Work experience can be either paid or volunteer experience..
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
3. **Min** 4.000
   Max 4.000
   Course EMS 12 - Paramedic Laboratory 1 (Launched)
   Course Detail Units and Hours:

Lab Hours	216

Inside of Class Hours	216

Requisites:
Corequisite: EMS 10
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Min 10.000
Max 10.000
Term - Semester Term 4 - Spring Semester
Header
Footer
Program Courses

1. **Min** 6.000
   Max 6.000
   Course EMS 11 - Paramedic Theory 2 (Launched)
   Course Detail Units and Hours:

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

   Requisites:
   Prerequisite: EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of C, **Corequisite:** EMS 13
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. **Min** 4.000
   Max 4.000
   Course EMS 13 - Paramedic Laboratory 2 (Launched)

Course Detail _ Units and Hours:

Lab Hours	216
Inside of Class Hours	216

Requisites:
Prerequisite: EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of C, **Corequisite:** EMS 11 _
Exception Identifier _
Exception _
Footer _
Category _ Major/Required
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No

Min _ 3.000
Max _ 3.000
Term - Semester _ Term 5 - Summer Semester
Header _
Footer _
Program Courses

1. **Min** _ 3.000
   Max _ 3.000
   Course _ EMS 16 - Paramedic Clinical Internship (Launched)
   Course Detail _ Units and Hours:

Work Experience Hours	162

Requisites:
Prerequisite: EMS 11 with a minimum grade of C, EMS 13 with a minimum grade of C
Exception Identifier _
Exception _
Footer _
Category _ Major/Required
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No

Min _ 9.000
Max _ 9 .000

Term - Semester

~~Program Courses~~

1. ~~Min - 51.000~~
   ~~Max - 51.000~~
   ~~Non-Course Requirement~~ Header

   Term 6 - Fall Semester

   ~~Category -~~
~~Min - 13.000~~
~~Max - 13.000~~
~~Term - Semester -~~

Footer

~~See the Las Positas College General Education Pattern for Associate of Science Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.~~

Program Courses

1. Min ~~13~~ 9 .000
   Max ~~13~~ 9 .000
   ~~Non~~ Course _ EMS 17 - Paramedic Field Internship (Launched)
   Course ~~Requirement~~ Detail _ Units and Hours:

Work Experience Hours	486

   Requisites:
   Prerequisite: EMS 16 with a minimum grade of P _
   Exception Identifier _
   Exception _
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring _ No
   Summer _ No
   Fall _ No
   Rotating _ No

Program Learning Outcomes

Outcomes

1. **Outcome**

Upon successful completion of this program, students are able to use critical thinking skills to confidently and effectively manage emergency situations.

This program aligns to the following Institutional Outcomes (check all that apply):

- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**

Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities

- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

2. **Outcome**

Upon successful completion of this program, students are be able to select and administer the appropriate drug for an identified emergent condition according to local and national protocol and evaluate the patients response to the therapy.

This program aligns to the following Institutional Outcomes (check all that apply):

- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)

Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.

- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate

3. **Outcome**
   Upon successful completion of this program, students are able to establish a therapeutic and culturally appropriate patient relationship using professional communication.
   This program aligns to the following Institutional Outcomes (check all that apply):

- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Identify Values : Identify and evaluate aesthetic and cultural values from diverse disciplines;
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others

CTE Documentation

Attached File

Please upload required documents for CTE programs; LMI Data, Advisory, Board Recommendation, BACCC Approved, Apprenticeship Information.

~~Paramedic LMI Summary1.docx~~

- Utah laspositas artic agreement 2018.pdf

_ Paramedic LMI Summary1.docx

I have reviewed this tab and have completed the requirements for this proposal. Yes

Transfer Documentation

Attached File

~~Paramedic LMI Summary1.docx~~

- Utah laspositas artic agreement 2018.pdf

_ Paramedic LMI Summary1.docx

Apprenticeship Documentation

Attached File

~~Paramedic LMI Summary1.docx~~

- Utah laspositas artic agreement 2018.pdf

_ Paramedic LMI Summary1.docx

Attachments

Attached File

~~LMI~~

~~UVU Articulation~~

Codes and Dates

~~**Approval Dates**~~

- ~~State Approval Date~~

  ~~01/31/2020~~
- ~~Board of Trustees~~

  ~~01/21/2020~~
- ~~CC Approval Date~~

  ~~12/02/2019~~

Program Originator ~~Adams, Noell~~ Frith, Michael

Implementation Date ~~2020-08-15~~ 2024-11-05

Effective Term ~~Fall 2020~~ Fall 2025

Catalog Description

~~This program is designed to prepare students to take and pass the National Registry Emergency Medical Technician - Paramedic (NREMTP) examination so they can become Licensed Paramedics in the state of California. It also prepares students to transfer and earn a BA in Paramedics. Students that complete the Associate of Science in Emergency Medical Services EMT-Paramedic degree are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.~~

The Emergency Medical Sciences Associate of Science degree is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. This degree can be useful in gaining employment in states that requires paramedics with degrees or assume a leadership position in EMS where a degree is desired.

Next Program Review (Month/Year) ~~October 2021~~ October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Emergency Medical Sciences - Associate of Science Degree

Program Title
Emergency Medical Sciences

Award Type
Associate of Science Degree

Effective Term
Fall 2025

Program Description
The Emergency Medical Sciences Associate of Science degree is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. This degree can be useful in gaining employment in states that requires paramedics with degrees or assume a leadership position in EMS where a degree is desired.

Program Requirements

Course	Title	Units	Term

Required Core: (46 Units)

BIO 50	Anatomy and Physiology	2nd	4.0
EMS 10	Paramedic Theory 1	3rd	6.0
EMS 11	Paramedic Theory 2	4th	6.0
EMS 12	Paramedic Laboratory 1	3rd	4.0
EMS 13	Paramedic Laboratory 2	4th	4.0
EMS 16	Paramedic Clinical Internship	5th	3.0
EMS 17	Paramedic Field Internship	6th	9.0
EMS 20	Emergency Medical Technician	1st	7.0
EMS 62	Basic Medical Terminology	2nd	3.0

Total Units in the Major

46.0

Additional General Education and Elective Units

19.0

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: 65.0

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Emergency Medical Sciences - Associate of Science Degree

The Emergency Medical Sciences Associate of Science degree is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. This degree can be useful in gaining employment in states that requires paramedics with degrees or assume a leadership position in EMS where a degree is desired.

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:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences (Area 4)		3.0	General Education	
English Composition (Area 1A)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
EMS 20	Emergency Medical Technician Recommend taking EMS 30 previous Summer	7.0	Major/Required	

Term 2 - Spring Semester **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
MATH 47 (Area 2)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
BIO 50	Anatomy and Physiology	4.0	Major/Required	

EMS 62	Basic Medical Terminology	3.0	Major/Required

Term 3 - Fall Semester **Units:** 11.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Kinesiology (Area 7)		1.0	General Education	
EMS 10	Paramedic Theory 1	6.0	Major/Required	
EMS 12	Paramedic Laboratory 1	4.0	Major/Required	

Term 4 - Spring Semester **Units:** 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 11	Paramedic Theory 2	6.0	Major/Required	
EMS 13	Paramedic Laboratory 2	4.0	Major/Required	

Term 5 - Summer Semester **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 16	Paramedic Clinical Internship	3.0	Major/Required	

Term 6 - Fall Semester

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 17	Paramedic Field Internship	9.0	Major/Required	

Total: 65.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Engineering Technology - Associate of Science Degree

Program Modification: Engineering Technology - Associate of Science Degree (Launched - Implemented 11-05-2024)
compared with
Engineering Technology - Associate of Science Degree (Active - Implemented 08-15-2020)

Cover

Program Information
CIP Code 15.0000 - Engineering Technologies/Technicians, General.
Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2020~~ 2025
Next Program Review (Month/Year) October ~~2021~~ 2026
Origination Date 11/05/ ~~2019~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

This program has been recommended by the BACCC Yes

Program Requirements

Program Requirements

1. **Min** ~~27~~ 21 .000
   Max ~~27~~ 21 .000
   Group Title Required Core: (~~27~~ 21 Units)
   1. ~~**Min** - 4.000~~
      ~~**Max** - 4.000~~
      ~~**Discipline** - MATH - Mathematics~~
      ~~**Course** - MATH 39 - Trigonometry (Historical)~~
   2. ~~**Min** - 4.000~~
      ~~**Max** - 4.000~~
      ~~**Discipline** - MATH - Mathematics~~
      ~~**Course** - MATH 30 - College Algebra for STEM (Historical)~~
   3. **Min** 3.000
      Max 3.000

Discipline PHYS - Physics
Course PHYS 10 - Descriptive Physics

4. **Min** 1.000
   Max 1.000
   Discipline PHYS - Physics
   Course PHYS 10L - Descriptive Physics Laboratory
5. **Min** 4.000
   Max 4.000
   Discipline WLDT - Welding Technology
   Course WLDT 10 - Machining for the Metal Trades
   ~~**Course Detail**~~
6. **Min** ~~1~~ 3 .000
   Max ~~1~~ 3.000
   Group Title

   1. **Min** 3.000
      Max 3 .000
      Discipline WLDT - Welding Technology
      Course WLDT ~~62A~~ 61 - ~~Beginning~~ Welding ~~GTAW~~ Ferrous ~~and GMAW Theory~~ Metals
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:
      Other
      Header
      Footer
      Exception Identifier
      Exception
      Include in PLO Mapping No
      Term
   2. **Min** ~~2~~ 3 .000
      Max ~~2~~ 3 .000
      Discipline WLDT - Welding Technology
      Course WLDT ~~62AL~~ 62 - ~~Beginning~~ Welding ~~GTAW~~ Nonferrous ~~and GMAW Skills Lab (Historical)~~ Metals
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

7. **Min** 2.000
   Max 2.000
   Course WLDT 62AL - GTAW Skills Laboratory
   Course Detail Units and Hours:

Lecture Hours	
Lab Hours	108
Inside of Class Hours	108

Requisites:

2. **Group Title** List A: Select One ~~Group~~ (4 Units)

   1. **Non Course Requirment** ~~Group~~ Option 1
   2. **Non Course Requirment** ~~Group~~ Option 2
   3. **Min** 4.000
      Max 4.000
      Group Title

      1. **Min** 2.000
         Max 2.000
         Discipline WLDT - Welding Technology
         Course WLDT 63 - Welding Layout and Fitting
         Course ~~(Historical)~~ **Detail** Units and Hours:

Lecture Hours	27
Lab Hours	27
Inside of Class Hours	54
Outside of Class Hours	54

Requisites:
Prerequisite: WLDT 61AL with a minimum grade of C, or WLDT 61BL with a minimum grade of C, or WLDT 62AL with a minimum grade of C, or WLDT 62BL with a minimum grade of C **Recommended Course Preparation:** WLDT 55 with a minimum grade of C
Other
Header

Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

2. **Min** 2.000
   Max 2.000
   Discipline WLDT - Welding Technology
   Course WLDT 79 - Manufacturing Processes
   Course Detail
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

3. **Group Title** List B: Select One (3 Units)

   1. **Course** WRKX 94 - Occupational Work Experience/Internship (Launched)
      Course Detail Units and Hours:

Work Experience Hours	54 - 540

      Requisites:
   2. **Course** WRKX 95 - General Work Experience (Launched)
      Course Detail Units and Hours:

Work Experience Hours	54 - 540

      Requisites:

4. Min 6.000
   Max 8.000
   Group Title List C: Select One Option (6-8 Units)

   1. Min
      Max
      Non Course Requirment Option 1
   2. Min 8.000
      Max 8.000
      Group Title
      Other
      Header
      Footer
      Exception Identifier

Exception
Term

1. **Min** 4.000
   Max 4.000
   Discipline MATH - Mathematics
   Course MATH 39 - Trigonometry
   Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

   Requisites:
   Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term
2. **Min** 4.000
   Max 4.000
   Discipline MATH - Mathematics
   Course MATH 21 - Precalculus (Launched)
   Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

   Requisites:
   Prerequisite: MATH 39 with a minimum grade of C
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term
3. **Min**

Max
Other
Non Course Requirment
Header
Footer
Exception Identifier
Exception
Term

4. **Min**
   Max
   Other
   Non Course Requirment Option 2
   Header
   Footer
   Exception Identifier
   Exception
   Term
5. **Min** 6.000
   Max 6.000
   Discipline MATH - Mathematics
   Course MATH 22 - Precalculus & Trigonometry (Launched)
   Course Detail Units and Hours:

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

   Requisites:
   Enrollment Limitation: Intermediate Algebra or a higher level of mathematics.
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term
6. **Min**
   Max
   Other
   Non Course Requirment
   Header
   Footer
   Exception Identifier

Exception
Term

7. **Min**
   Max
   Other
   Non Course Requirment Option 3
   Header
   Footer
   Exception Identifier
   Exception
   Term
8. **Min** 8.000
   Max 8.000
   Group Title
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 4.000
      Max 4.000
      Discipline MATH - Mathematics
      Course MATH 30 - College Algebra for STEM
      Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

      Requisites:
      Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..
      Other
      Header
      Footer
      Exception Identifier
      Exception
      Include in PLO Mapping No
      Term
   2. **Min** 4.000
      Max 4.000
      Discipline MATH - Mathematics
      Course MATH 39 - Trigonometry

Course Detail _ Units and Hours:

Requisites:
Other _
Header _
Footer _
Exception Identifier _
Exception _
Include in PLO Mapping _ No
Term _

5. **Min** 0.000
   Max 0.000
   Group Title Total Units for the Major
   Footer _

   1. **Min** 34.000
      Max ~~34~~ 36 .000
      Non Course Requirment

6. **Min** 26.000
   Max ~~26~~ 24 .000
   Group Title Additional General Education and Elective Units
   Other _
   Header _
   Footer ~~See~~ 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 ~~Associate of Science Degree for~~ a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program ~~and~~ , the optional course(s) taken , 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.
   Exception Identifier _
   Exception _
   Term _

   1. **Min** ~~26~~ 24 .000
      Max 26.000
      Other _
      Non Course Requirment _
      Header _
      Footer _
      Exception Identifier _
      Exception _
      Term

Program Mapper

Program Mapper

1. **Min** ~~27~~ 14 .000
   Max ~~27~~ 14 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses
   1. **Min** ~~2~~ 3 .000
      Max ~~2~~ 3 .000
      ~~**Course**~~ **Group Title** ~~ENGR 1 - Introduction to Engineering~~
      1. **Min** 3.000
         Max 3.000
         Course ~~ENGR~~ WLDT ~~23~~ 61 - ~~Engineering~~ Welding ~~Graphics~~ Ferrous Metals
         Course Detail
         ~~**Category** -~~
      2. ~~**Min** - 3.000~~
         ~~**Max** - 3.000~~
         ~~**Course** - ENGR 37 - Applied Statics~~ Units and Materials
         ~~**Course**~~ **Hours:**

Lecture ~~**(Historical)**~~ ~~**Course**~~ **Hours**	54
Inside ~~**Detail**~~ **of** ~~**Category**~~ **Class** ~~**Min**~~ **Hours**	54
Outside ~~**4.000**~~ ~~**Max**~~ **of** ~~**4.000**~~ ~~**Course**~~ **Class** ~~**MATH 30 - College Algebra for STEM (Historical)**~~ ~~**Category** -~~ ~~**Min** - **3.000**~~ ~~**Max** - **3.000**~~ ~~**Course** - **PHYS 10 - Descriptive Physics**~~ ~~**Course Detail** - **Hours**~~	108

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No

Fall No
Rotating No

3. **Min** ~~1~~ 3 .000
Max ~~1~~ 3 .000
Course ~~PHYS~~ WLDT ~~10L~~ 62 - ~~Descriptive~~ Welding ~~Physics~~ Nonferrous ~~Laboratory~~ Metals
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Min 2.000
Max 2.000
Course ENGR 1 - Introduction to Engineering
Course Detail Units and Hours:

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

Requisites:
Recommended Course Preparation: - Eligib with a minimum grade of C
Category Major/Required
Min 4.000
Max 4.000
Course MATH 30 - College Algebra for STEM
Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90

Outside of Class Hours	144

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..
Category Major/Required
Min 2.000
Max 2.000
Course WLDT 62AL - GTAW Skills Laboratory
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	108
Inside of Class Hours	108

Requisites:
Category Major/Required
Min 3.000
Max 3.000
Non-Course Requirement
English Composition (Area 1A)
Category General Education

Min 15.000
Max 15.000
Term - Semester Term 2 - Spring Semester
Program Courses

1. **Min** 4.000
   Max 4.000
   Course MATH 39 - Trigonometry
   Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

   Requisites:
   Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..
   Category Major/Required
2. **Min** 3.000
   Max 3.000
   Course ENGR 23 - Engineering Graphics

Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:
Recommended Course Preparation: MATH 39 with a minimum grade of C, ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C
Category Major/Required

3. **Min** 4.000
   Max 4.000
   Course WLDT 10 - Machining for the Metal Trades
   Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	108
Inside of Class Hours	144
Outside of Class Hours	72

   Requisites:
   Category Major/Required
4. **Min** 1.000
   Max 1.000
   Non-Course Requirement
   Kinesiology (Area 7)
   Category General Education
5. **Min** 3.000
   Max 3.000
   Non-Course Requirement
   Oral Communication and Critical Thinking (Area 1B)
   Category General Education

Term - Semester Term 3 - Summer Semester
Program Courses

1. **Non-Course Requirement**
   List B Course
   Category Major/Required

Min 14.000
Max 14.000
Term - Semester Term 4 - Fall Semester
Program Courses

1. **Min** 3.000
   Max 3.000
   Course PHYS 10 - Descriptive Physics
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..
   Category Major/Required
2. **Min** 1.000
   Max 1.000
   Course PHYS 10L - Descriptive Physics Laboratory
   Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

   Requisites:
   Enrollment Limitation: Intermediate Algebra or a higher level of mathematics., **Prerequisite:** PHYS 10 with a minimum grade of C
   Exception Identifier
   Exception
   Footer
   Category
   ~~**Semester(s) Offered**~~
   ~~**Spring** - No~~
   ~~**Summer** - No~~
   ~~**Fall** - No~~
   ~~**Rotating** - No~~
3. ~~**Min** - 1.000~~
   ~~**Max** - 1.000~~
   ~~**Course** - WLDT 62A - Beginning GTAW and GMAW Theory~~
   ~~**Course Detail** -~~
   ~~**Exception Identifier** -~~
   ~~**Exception** -~~
   ~~**Footer** -~~
   ~~**Category** - Major/Required~~
   Semester(s) Offered
   Spring No
   Summer No

Fall No
Rotating No

4. **Min** 2.000
Max ~~2~~ 4 .000
Non- **Course** **Requirement** ~~WLDT~~
List ~~62AL~~ A ~~- Beginning GTAW and GMAW Skills Lab (Historical)~~ Course
Course ~~**Detail**~~ **Block Reference**
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
5. **Min** 3.000
Max 3.000
Non-Course Requirement
Social and Behavioral Sciences (Area 4)
Course Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
6. **Min** 5.000
Max 3.000
Non-Course Requirement
AD Elective
Course Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Min ~~4~~ 14 .000

Max ~~4~~ 14 .000
Term - Semester Term 5 - Spring Semester
Footer
Program Courses

1. Min
   ~~Max~~ -
   ~~Non-Course Requirement~~ -
   ~~Group 1~~
   ~~Category~~ -
2. ~~Min~~ - ~~4~~ 3 .000
   Max ~~4~~ 3 .000
   Course ENGR ~~50~~ 37 - ~~Introduction~~ Applied ~~to Electronic Systems~~ Statics and ~~Measurements~~ Materials
   Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

   Requisites:
   Prerequisite: MATH 39 with a minimum grade of C
   Category
3. ~~Min~~ -
   ~~Max~~ -
   ~~Non-Course Requirement~~ -
   ~~Category~~ -
4. ~~Min~~ -
   ~~Max~~ -
   ~~Non-Course Requirement~~ -
   ~~Group 2~~
   ~~Category~~ - Major/Required
5. Min 2.000
   Max 2.000
   Non- Course Requirement ~~WLDT~~
   List ~~63~~ B = Course ~~Welding~~ or ~~Layout and Fitting (Historical)~~ Elective
   ~~Category~~ -
   ~~Min~~ - ~~2.000~~
   ~~Max~~ - ~~2.000~~
   ~~Course~~ - ~~WLDT 79 - Manufacturing Processes~~
   Course ~~Detail~~ Block Reference
   Exception Identifier
   Exception
   Footer

Category Major/Required
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No
Min _ 3.000
Max _ 3.000
Non-Course Requirement _
Ethnic Studies (Area 6)
Course Block Reference _
Exception Identifier _
Exception _
Footer _
Category _ General Education
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No
Min _ 3.000
Max _ 3.000
Non-Course Requirement _
Arts and Humanities (Area 3)
Course Block Reference _
Exception Identifier _
Exception _
Footer _
Category _ General Education
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No
Min _ 3.000
Max _ 3.000
Non-Course Requirement _
AD Elective
Course Block Reference _
Exception Identifier _
Exception _
Footer _
Category _ Elective
Semester(s) Offered
Spring No

Summer No
Fall No
Rotating No

Program Learning Outcomes

~~**Term - Semester** -~~
~~**Program Courses**~~ **Outcomes**

1. ~~**Course**~~ **Outcome** ~~WRKX~~
   Upon ~~94~~ completion ~~=~~ of ~~Occupational~~ this ~~Work~~ program, ~~Experience/Internship~~ students are able to use a variety of technological tools to solve engineering problems.
   ~~**Category** -~~
   ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Course** - WRKX 95 - General Work Experience~~
   ~~**Course Detail** -~~
   ~~**Exception Identifier** -~~
   ~~**Exception**~~ **Outcome**
   Upon completion of this program, students are able to set up appropriate laboratory equipment, collect and analyze data, draw conclusions, and clearly communicate results.
   ~~**Footer** -~~
   ~~**Category** -~~
   ~~**Semester(s) Offered**~~
   ~~**Spring**~~ **Outcome** ~~No~~
   ~~**Summer**~~ Upon ~~No~~
   ~~**Fall**~~ completion ~~No~~
   ~~**Rotating**~~ of ~~No~~ this program, students are able to use a variety of technological tools to solve software engineering problems.

~~**Min** - 0.000~~
~~**Max** - 0.000~~
~~**Term - Semester** -~~
~~**Program Courses**~~

1. ~~**Min** - 34.000~~
   ~~**Max** - 34.000~~
   ~~**Non-Course Requirement** -~~
   ~~**Category** -~~

~~**Min** - 23.000~~
~~**Max** - 23.000~~
~~**Term - Semester** -~~
~~**Footer** -~~

~~See the Las Positas College General Education Pattern for Associate of Science Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.~~

~~**Program Courses**~~

1. ~~**Min** - 23.000~~
   ~~**Max** - 23.000~~
   ~~**Non-Course Requirement** -~~
   ~~**Category** -~~

CTE Documentation

I have reviewed this tab and have completed the requirements for this proposal. Yes

Codes and Dates

Approval Dates

-
-

Program Originator ~~Level, Keith~~ Decker, Jennifer

Implementation Date ~~2020-08-15~~ 2024-11-05

Effective Term ~~Fall 2020~~ Fall 2025

CIP Code - 15.0000 - Engineering Technologies/Technicians, General.

Next Program Review (Month/Year) ~~October 2021~~ October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Engineering Technology - Associate of Science Degree

Program Title
Engineering Technology

Award Type
Associate of Science Degree

Effective Term
Fall 2025

Program Description
The Associate of Science in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

Program Requirements

Course	Title	Units	Term

Required Core: (21 Units)

ENGR 1	Introduction to Engineering	2.0
ENGR 23	Engineering Graphics	3.0
ENGR 37	Applied Statics and Materials	3.0
PHYS 10	Descriptive Physics	3.0
PHYS 10L	Descriptive Physics Laboratory	1.0
WLDT 10	Machining for the Metal Trades	4.0
WLDT 61	Welding Ferrous Metals	3.0
OR		
WLDT 62	Welding Nonferrous Metals	3.0
WLDT 62AL	GTAW Skills Laboratory	2.0

List A: Select One (4 Units)

Option 1		-
ENGR 50	Introduction to Electronic Systems and Measurements	4.0
		-
Option 2		-
WLDT 63	Welding Layout and Fitting	2.0
AND		
WLDT 79	Manufacturing Processes	2.0

List B: Select One (3 Units)

WRKX 94	Occupational Work Experience/Internship	3.0
WRKX 95	General Work Experience	3.0

List C: Select One Option (6-8 Units)

Option 1		-
MATH 39	Trigonometry	4.0
AND		
MATH 21	Precalculus	4.0
		-
Option 2		-
MATH 22	Precalculus & Trigonometry	6.0
		-
Option 3		-
MATH 30	College Algebra for STEM	4.0
AND		
MATH 39	Trigonometry	4.0

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

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Engineering Technology - Associate of Science Degree

The Associate of Science in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

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:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 61	Welding Ferrous Metals	3.0	Major/Required	
OR				
WLDT 62	Welding Nonferrous Metals	3.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	
MATH 30	College Algebra for STEM	4.0	Major/Required	
WLDT 62AL	GTAW Skills Laboratory	2.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 39	Trigonometry	4.0	Major/Required	
ENGR 23	Engineering Graphics	3.0	Major/Required	
WLDT 10	Machining for the Metal Trades	4.0	Major/Required	

Kinesiology (Area 7)	1.0	General Education
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education

Term 3 - Summer Semester **Units:** 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	

Term 4 - Fall Semester **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PHYS 10	Descriptive Physics	3.0	Major/Required	
PHYS 10L	Descriptive Physics Laboratory	1.0	Major/Required	
List A Course		2.0 - 4.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
AD Elective		5.0 - 3.0	General Education	

Term 5 - Spring Semester **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 37	Applied Statics and Materials	3.0	Major/Required	
List B Course or Elective		2.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
AD Elective		3.0	Elective	

Total: 60.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units)

Program Modification: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 11-05-2024)
compared with
Engineering Technology - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2020)

Cover

Proposal Information
Effective Term Fall ~~2020~~ 2025
Origination Date 11/05/ ~~2019~~ 2024

Program Requirements

Program Requirements

1. **Min** ~~27~~ 21 .000
   Max ~~27~~ 21 .000
   Group Title Required Core: (~~27~~ 21 Units)
   1. ~~**Min** - 4.000~~
      ~~**Max** - 4.000~~
      ~~**Discipline** - MATH - Mathematics~~
      ~~**Course** - MATH 39 - Trigonometry (Historical)~~
   2. ~~**Min** - 4.000~~
      ~~**Max** - 4.000~~
      ~~**Discipline** - MATH - Mathematics~~
      ~~**Course** - MATH 30 - College Algebra for STEM (Historical)~~
   3. **Min** 3.000
      Max 3.000
      Discipline PHYS - Physics
      Course PHYS 10 - Descriptive Physics
   4. **Min** 1.000
      Max 1.000
      Discipline PHYS - Physics
      Course PHYS 10L - Descriptive Physics Laboratory
   5. **Min** 4.000

Max 4.000
Discipline WLDT - Welding Technology
Course WLDT 10 - Machining for the Metal Trades
~~**Course Detail**~~

6. **Min** ~~1~~ 3 .000
   Max ~~1~~ 3.000
   Group Title

   1. **Min** 3.000
      Max 3 .000
      Discipline WLDT - Welding Technology
      Course WLDT ~~62A~~ 61 - ~~Beginning~~ Welding ~~GTAW~~ Ferrous ~~and GMAW Theory~~ Metals
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:
      Other
      Header
      Footer
      Exception Identifier
      Exception
      Include in PLO Mapping No
      Term
   2. **Min** ~~2~~ 3 .000
      Max ~~2~~ 3 .000
      Discipline WLDT - Welding Technology
      Course WLDT ~~62AL~~ 62 - ~~Beginning~~ Welding ~~GTAW~~ Nonferrous ~~and GMAW Skills Lab (Historical)~~ Metals
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:
      Other
      Header
      Footer
      Exception Identifier
      Exception

Include in PLO Mapping No
Term

7. **Min** 2.000
   Max 2.000
   Course WLDT 62AL - GTAW Skills Laboratory
   Course Detail Units and Hours:

Lecture Hours	
Lab Hours	108
Inside of Class Hours	108

Requisites:

2. **Group Title** List A: Select One Group (4 Units)

   1. **Course** WLDT 63 - Welding Layout and Fitting ~~(Historical)~~
      Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	27
Inside of Class Hours	54
Outside of Class Hours	54

      Requisites:
      Prerequisite: WLDT 61AL with a minimum grade of C, or WLDT 61BL with a minimum grade of C, or WLDT 62AL with a minimum grade of C, or WLDT 62BL with a minimum grade of C **Recommended Course Preparation:** WLDT 55 with a minimum grade of C

3. **Group Title** List B: Select One (3 Units)

   1. **Course** WRKX 94 - Occupational Work Experience/Internship (Launched)
      Course Detail Units and Hours:

Work Experience Hours	54 - 540

      Requisites:
   2. **Course** WRKX 95 - General Work Experience (Launched)
      Course Detail Units and Hours:

Work Experience Hours	54 - 540

      Requisites:

4. **Min** 6.000
   Max 8.000
   Group Title List C: Select One (6-8 Units)

Other
Header
Footer
Exception Identifier
Exception
Term

1. **Min**
   Max
   Other
   Non Course Requirment Option 1
   Header
   Footer
   Exception Identifier
   Exception
   Term
2. **Min** 8.000
   Max 8.000
   Group Title
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 4.000
      Max 4.000
      Discipline MATH - Mathematics
      Course MATH 39 - Trigonometry
      Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No

Term

2. **Min** 4.000
   Max 4.000
   Discipline MATH - Mathematics
   Course MATH 21 - Precalculus (Launched)
   Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

   Requisites:
   Prerequisite: MATH 39 with a minimum grade of C
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term
3. **Min**
   Max
   Other
   Non Course Requirment
   Header
   Footer
   Exception Identifier
   Exception
   Term
4. **Min**
   Max
   Other
   Non Course Requirment Option 2
   Header
   Footer
   Exception Identifier
   Exception
   Term
5. **Min** 6.000
   Max 6.000
   Discipline MATH - Mathematics
   Course MATH 22 - Precalculus & Trigonometry (Launched)

Course Detail _ Units and Hours:

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics. _
Other _
Header _
Footer _
Exception Identifier _
Exception _
Include in PLO Mapping _ No
Term _

6. **Min** _
   Max _
   Other _
   Non Course Requirment _
   Header _
   Footer _
   Exception Identifier _
   Exception _
   Term _
7. **Min** _
   Max _
   Other _
   Non Course Requirment _ Option 3
   Header _
   Footer _
   Exception Identifier _
   Exception _
   Term _
8. **Min** _ 8.000
   Max _ 8.000
   Group Title _
   Other _
   Header _
   Footer _
   Exception Identifier _
   Exception _
   Term _

   1. **Min** _ 4.000

Max _ 4.000
Discipline _ MATH - Mathematics
Course _ MATH 30 - College Algebra for STEM
Course Detail _ Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics.. _
Other _
Header _
Footer _
Exception Identifier _
Exception _
Include in PLO Mapping _ No
Term _

2. **Min** _ 4.000
Max _ 4.000
Discipline _ MATH - Mathematics
Course _ MATH 39 - Trigonometry
Course Detail _ Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics.. _
Other _
Header _
Footer _
Exception Identifier _
Exception _
Include in PLO Mapping _ No
Term _

Program Mapper

Program Mapper

1. **Min** ~~27~~ 11 .000
   Max ~~27~~ 11 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses

   1. **Min** 4.000
      Max 4.000
      Course MATH 30 - College Algebra for STEM
      Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

      Requisites:
      Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..
      Category Major/Required
   2. **Min** 2.000
      Max 2.000
      Course ENGR 1 - Introduction to Engineering
      Course Detail Units and Hours:

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

      Requisites:
      Recommended Course Preparation: - Eligib with a minimum grade of C
      Category Major/Required
   3. **Min** 2.000
      Max 2.000
      Course WLDT 62AL - GTAW Skills Laboratory
      Course Detail Units and Hours:

Lecture Hours	
Lab Hours	108
Inside of Class Hours	108

      Requisites:
      Category Major/Required
   4. **Min** 3.000
      Max 3.000

Group Title _

1. **Min** _ 3.000
   Max _ 3.000
   Course _ WLDT 61 - Welding Ferrous Metals
   Course Detail _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Exception Identifier _
   Exception _
   Footer _
   Category _ Major/Required
   Semester(s) Offered
   Spring _ No
   Summer _ No
   Fall _ No
   Rotating _ No
2. **Min** _ 3.000
   Max _ 3.000
   Course _ WLDT 62 - Welding Nonferrous Metals
   Course Detail _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Exception Identifier _
   Exception _
   Footer _
   Category _ Major/Required
   Semester(s) Offered
   Spring _ No
   Summer _ No
   Fall _ No
   Rotating _ No

2. **Min** _ 11.000
   Max _ 11.000
   Term - Semester _ Term 2 - Spring Semester
   Program Courses

1. **Min** 4.000
   Max 4.000
   Course MATH 39 - Trigonometry
   Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

   Requisites:
   Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..
   Category Major/Required
2. **Min** 3.000
   Max 3.000
   Course ENGR 23 - Engineering Graphics
   Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

   Requisites:
   Recommended Course Preparation: MATH 39 with a minimum grade of C, ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C
   Category
3. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Course** - ENGR 37 - Applied Statics and Materials~~
   ~~**Course Detail** -~~
   ~~**Category** -~~ Major/Required
4. **Min** 4.000
   Max 4.000
   Course ~~MATH~~ WLDT ~~39~~ 10 - ~~Trigonometry~~ Machining ~~(Historical)~~ for the Metal Trades
   Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	108
Inside of Class Hours	144
Outside of Class Hours	72

Requisites:
Category Major/Required

3. **Term - Semester** Term 3 - Summer Semester
Program Courses

1. **Non-Course Requirement**
List B Course
Category Major/Required

4. **Min** 6.000
Max 8.000
Term - Semester Term 4 - Fall Semester
Header
Footer
Program Courses

1. **Min** 2 .000
Max 4.000
Non- **Course** **Requirement** ~~MATH~~
List ~~30~~ A ~~- College Algebra for STEM (Historical)~~ Course
Course ~~**Detail**~~ **Block Reference**
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
2. **Min** 3.000
Max 3.000
Course PHYS 10 - Descriptive Physics
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..
Exception Identifier
Exception
Footer
Category Major/Required

Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 1.000
Max 1.000
Course PHYS 10L - Descriptive Physics Laboratory
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics., **Prerequisite:** PHYS 10 with a minimum grade of C
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

5. **Min** ~~4~~ 5 .000
Max ~~4~~ 3.000
Term - Semester Term 5 - Spring Semester
Header
Footer
Program Courses

1. **Min** 3.000
Max 3 .000
Course ~~WLDT~~ ENGR ~~10~~ 37 - ~~Machining~~ Applied ~~for~~ Statics ~~the~~ and ~~Metal Trades~~ Materials
Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:

Prerequisite: MATH 39 with a minimum grade of C

Exception Identifier

Exception

Footer

Category

~~**Semester(s) Offered**~~

~~**Spring** - No~~

~~**Summer** - No~~

~~**Fall** - No~~

~~**Rotating** - No~~

2. ~~**Min** - 1.000~~

   ~~**Max** - 1.000~~

   ~~**Course** - WLDT 62A - Beginning GTAW and GMAW Theory~~

   ~~**Course Detail** -~~

   ~~**Exception Identifier** -~~

   ~~**Exception** -~~

   ~~**Footer** -~~

   ~~**Category** -~~ Major/Required

   Semester(s) Offered

   Spring No

   Summer No

   Fall No

   Rotating No

3. **Min** 2.000

   Max ~~2~~ 0 .000

   ~~**Course** - WLDT 62AL - Beginning GTAW and GMAW Skills Lab (Historical)~~

   ~~**Course Detail** -~~

   ~~**Exception Identifier** -~~

   ~~**Exception** -~~

   ~~**Footer** -~~

   ~~**Category** -~~

   ~~**Semester(s) Offered**~~

   ~~**Spring** - No~~

   ~~**Summer** - No~~

   ~~**Fall** - No~~

   ~~**Rotating** - No~~

6. ~~**Min** - 4.000~~

   ~~**Max** - 4.000~~

   ~~**Term - Semester** -~~

   ~~**Program Courses**~~

   1. ~~**Min** -~~

      ~~**Max** -~~

      Non-Course Requirement

      ~~Group~~ List ~~1~~

~~Category~~ B

2. ~~Min - 4.000~~
   ~~Max - 4.000~~
   ~~Course - ENGR 50 - Introduction to Electronic Systems and Measurements~~
   Course ~~Detail~~ (if
   ~~Category -~~
3. ~~Min -~~
   ~~Max -~~
   ~~Non-Course Requirement -~~
   ~~Category -~~
4. ~~Min -~~
   ~~Max -~~
   ~~Non-Course Requirement -~~
   ~~Group 2~~ needed)
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
5. ~~Min - 2.000~~
   ~~Max - 2.000~~
   ~~Course - WLDT 63 - Welding Layout and Fitting (Historical)~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
6. ~~Min - 2.000~~
   ~~Max - 2.000~~
   ~~Course - WLDT 79 - Manufacturing Processes~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

7. ~~Term - Semester~~ -
~~Program Courses~~

1. ~~Course~~ - ~~WRKX 94 - Occupational Work Experience~~ Major / ~~Internship~~
~~Category~~ -
2. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~WRKX 95 - General Work Experience~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ - Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome**
Upon completion of this program, students are able to apply fundamental principles from mathematics, science and engineering to solve an engineering technology-related problem.
2. **Outcome**
Upon completion of this program, students are able to set up appropriate laboratory equipment, collect and analyze data, draw conclusions, and clearly communicate results.
3. **Outcome**
Upon completion of this program, students are able to use a variety of technological tools to solve engineering technology problems.

CTE Documentation

I have reviewed this tab and have completed the requirements for this proposal. Yes

Codes and Dates

Approval Dates

-
-

Program Originator ~~Level, Keith~~ Kutil, Craig

Implementation Date ~~2020-08-15~~ 2024-11-05

Effective Term ~~Fall 2020~~ Fall 2025

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units)

Program Title
Engineering Technology

Award Type
Certificate of Achievement (30 to fewer than 60 units)

Effective Term
Fall 2025

Program Description
The Certificate of Achievement in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

Program Requirements

Course	Title	Units	Term

Required Core: (21 Units)

ENGR 1	Introduction to Engineering	2.0
ENGR 23	Engineering Graphics	3.0
ENGR 37	Applied Statics and Materials	3.0
PHYS 10	Descriptive Physics	3.0
PHYS 10L	Descriptive Physics Laboratory	1.0
WLDT 10	Machining for the Metal Trades	4.0
WLDT 61	Welding Ferrous Metals	3.0
OR		
WLDT 62	Welding Nonferrous Metals	3.0
WLDT 62AL	GTAW Skills Laboratory	2.0

List A: Select One Group (4 Units)

Group 1		-
ENGR 50	Introduction to Electronic Systems and Measurements	4.0
		-
Group 2		-
WLDT 63	Welding Layout and Fitting	2.0
WLDT 79	Manufacturing Processes	2.0

List B: Select One (3 Units)

WRKX 94	Occupational Work Experience/Internship	3.0
WRKX 95	General Work Experience	3.0

List C: Select One (6-8 Units)

Option 1		-
MATH 39	Trigonometry	4.0
AND		
MATH 21	Precalculus	4.0
		-
Option 2		-
MATH 22	Precalculus & Trigonometry	6.0
		-
Option 3		-
MATH 30	College Algebra for STEM	4.0
AND		
MATH 39	Trigonometry	4.0

Total: 34.0-36.0

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units)

The Certificate of Achievement in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

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:** 11.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 30	College Algebra for STEM	4.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	
WLDT 62AL	GTAW Skills Laboratory	2.0	Major/Required	
WLDT 61	Welding Ferrous Metals	3.0	Major/Required	
OR				
WLDT 62	Welding Nonferrous Metals	3.0	Major/Required	

Term 2 - Spring Semester **Units:** 11.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 39	Trigonometry	4.0	Major/Required	
ENGR 23	Engineering Graphics	3.0	Major/Required	
WLDT 10	Machining for the Metal Trades	4.0	Major/Required	

Term 3 - Summer Semester **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course		3.0	Major/Required	

Term 4 - Fall Semester **Units:** 6.0-8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		2.0 - 4.0	Major/Required	
PHYS 10	Descriptive Physics	3.0	Major/Required	
PHYS 10L	Descriptive Physics Laboratory	1.0	Major/Required	

Term 5 - Spring Semester **Units:** 5.0-3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 37	Applied Statics and Materials	3.0	Major/Required	
List B Course (if needed)		2.0 - 0.0	Major/Required	

Total: 36.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Film Studies - Associate of Arts Degree

Program Modification: Film Studies - Associate of Arts Degree (Launched - Implemented 11-04-2024)
compared with
Film Studies - Associate of Arts Degree (Active - Implemented 08-15-2022)

Cover

Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2022~~ 2025
Origination Date ~~09~~ 11 / ~~24~~ 04 / ~~2021~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Enrollment and Completer Projections
4-6 per year.
Place of Program in Curriculum/Similar Programs
This will be an interdisciplinary program that draws on various preexisting LPC programs, such as Humanities, Theater, Photography, Mass Communications, and Music.

Program Requirements

Program Requirements

1. **Group Title** Required Core: (6 Units)
    1. **Course** HUMN 2 - Introduction to Film Studies ~~(Historical)~~
       Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

       Requisites:
    2. **Course** PHTO 58 - Introduction to Videography ~~(Historical)~~

Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:

2. **Group Title** List A: Select One (3 Units)

    1. **Course** JAMS 1 - Introduction to Mass Communications (~~Historical~~ Launched)
    Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:
    Recommended Course Preparation: Eligibility for ENGL C1000.

3. **Max** ~~10~~ 9 .000
Group Title List B: Select Three (9 ~~-10~~ Units)

    1. **Min** ~~4~~ 3 .000
    Max ~~4~~ 3 .000
    Discipline FLMS - Film Studies
    Course FLMS 5 - Introduction to Film Editing (Launched)
    Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

    Requisites:
    Recommended Course Preparation: PHTO 58 with a minimum grade of C

    2. **Discipline** HUMN - Humanities
    Course HUMN 4 - Global Cinemas ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72

Outside of Class Hours	90

Requisites:

3. **Discipline** JAMS - Journalism and Media Studies
   Course JAMS 23 - Multimedia Reporting
   ~~Course Detail~~ -
4. **Discipline** ~~MUS~~ KIN - ~~Music~~ Kinesiology
   Course _ KIN 3 - Sports in Films & Documentaries (Approved)
   Course Detail _ Units and Hours:

   Requisites:
5. **Course** MUS 22A - Scoring for Film and Multimedia 1
6. **Discipline** MUS - Music
   Course MUS 22B - Scoring for Film and Multimedia 2
   ~~Course Detail~~ -
7. **Discipline** _ MUS - Music
   Course MUS 34 - Music in Film
8. **Discipline** PHTO - Photography
   Course PHTO 50 - Introduction to Photography
   Course ~~(Historical)~~ **Detail** _ Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
9. **Discipline** PHTO - Photography
   Course PHTO 69 - Intermediate Videography
   Course ~~(Historical)~~ **Detail** _ Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

   Requisites:
   Recommended Course Preparation: PHTO 58 with a minimum grade of C _
10. **Discipline** SOC - Sociology
    Course SOC 12 - Popular Culture
    ~~Course Detail~~ -
11. **Min** _ 3.000
    Max _ 3.000

Discipline THEA - Theater Arts
Course THEA 1A - Theory/Practice of Acting I
Course Detail
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

12. **Min** 3.000
Max 3.000
Discipline THEA - Theater Arts
Course THEA 11 - Stage to Screen
Course Detail
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

4. **Group Title** Total Units for the Major

    1. **Max** ~~19~~ 18 .000
    Non Course Requirment

5. **Max** ~~41~~ 42 .000
Group Title Additional General Education and Elective Units
Footer 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.

    1. **Min** ~~41~~ 42 .000
    Non Course Requirment

Program Mapper

Program Mapper

1. **Min** ~~6~~ 15 .000
Max ~~6~~ 15 .000

Term - Semester Term 1 - Fall Semester
Program Courses

1. **Course** HUMN 2 - Introduction to Film Studies ~~(Historical)~~
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Category Major/Required
2. **Course** PHTO 58 - Introduction to Videography ~~(Historical)~~
   Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

   Requisites:
   Category

2. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Term - Semester** -~~
   ~~**Program Courses**~~
   1. ~~**Course** - JAMS 1 - Introduction to Mass Communications (Historical)~~
      ~~**Category** -~~
   2. ~~**Course** - JAMS 2 - Introduction to Media~~
      ~~**Category** -~~
3. ~~**Min** - 9.000~~
   ~~**Max** - 10.000~~
   ~~**Term - Semester** -~~
   ~~**Program Courses**~~
   1. ~~**Min** - 4.000~~
      ~~**Max** - 4.000~~
      ~~**Course** - HUMN 4 - Global Cinemas (Historical)~~
      ~~**Category** -~~
   2. ~~**Course** - JAMS 23 - Multimedia Reporting~~
      ~~**Category** -~~
   3. ~~**Course** - MUS 22A - Scoring for Film and Multimedia 1~~
      ~~**Category** -~~ Major/Required
   4. **Min** 3.000

Max 3.000
Non- Course Requirement ~~MUS~~
English ~~22B - Scoring for Film and Multimedia 2~~
~~Category~~ -
~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~MUS 34 - Music in Film~~
~~Category~~ -
~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHTO 50 - Introduction to Photography~~ Composition (~~Historical~~ Area 1A)
Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No

5. Min _ 6.000
   Max _ 6.000
   Non-Course Requirement _
   AD Elective
   Course Block Reference _
   Exception Identifier _
   Exception _
   Footer _
   Category _ Elective
   Semester(s) Offered
   Spring _ No
   Summer _ No
   Fall _ No
   Rotating _ No

4. Min _ 15.000
   Max _ 15.000
   Term - Semester _ Term 2 - Spring Semester
   Program Courses

   1. Non-Course Requirement _
      List A Course
      Category _ Major/Required
   2. Non-Course Requirement _
      List B Course
      Category _ Major/Required

3. **Min** 3.000
   Max 3.000
   Non-Course Requirement
   Oral Communication and Critical Thinking (Area 1B)
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
4. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~PHTO 69 - Intermediate Videography~~
   Health (~~Historical~~ Area 8)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
5. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~SOC~~
   MATH ~~12~~ 47 ~~=~~ (Area ~~Popular Culture~~ 2)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category
   ~~**Semester(s)**~~ **General** ~~**Offered**~~
   ~~**Spring**~~ ~~-~~ ~~No~~
   ~~**Summer**~~ ~~-~~ ~~No~~
   ~~**Fall**~~ ~~-~~ ~~No~~
   ~~**Rotating**~~ ~~-~~ ~~No~~
6. ~~**Min**~~ ~~-~~ ~~3.000~~
   ~~**Max**~~ ~~-~~ ~~3.000~~
   ~~**Course**~~ ~~-~~ ~~THEA 1A - Theory/Practice of Acting I~~

~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

7. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 11 - Stage to Screen~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ - Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

5. **Min** ~~0~~ 15 .000
Max ~~0~~ 15 .000
Term - Semester Term 3 - Fall Semester
Program Courses

1. **Min** ~~18~~ 3 .000
Max ~~19~~ 3 .000
Non-Course Requirement
List B Course
Category Major/Required
2. **Non-Course Requirement** _
Natural Sciences (Area 5)
Category _ General Education
3. **Non-Course Requirement** _
American Institutions (Area 9)
Category _ General Education
4. **Min** _ 1.000
Max _ 1.000
Non-Course Requirement _
Kinesiology (Area 7)
Category _ General Education
5. **Min** _ 5.000
Max _ 5.000

Non-Course Requirement _
AD Elective
Category _ Elective

6. **Min** ~~42~~ 15 .000
   Max ~~41~~ 15 .000
   Term - Semester Term 4 - Fall Semester
   ~~**Header**~~ -
   ~~**Footer**~~ -
   Program Courses

   1. **Min** ~~41~~ 3 .000
      Max ~~42~~ 3 .000
      Non-Course Requirement
      List B Course
      Category _ Major/Required
   2. **Min** _ 3.000
      Max _ 3.000
      Non-Course Requirement _
      Ethnic Studies (Area 6)
      Course Block Reference
      Exception Identifier
      Exception
      Footer
      Category General Education
      Semester(s) Offered
      Spring _ No
      Summer _ No
      Fall _ No
      Rotating _ No
   3. **Min** _ 9.000
      Max _ 9.000
      Non-Course Requirement _
      AD Elective
      Course Block Reference _
      Exception Identifier _
      Exception _
      Footer _
      Category _ Elective
      Semester(s) Offered
      Spring No
      Summer No
      Fall No
      Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon completion of this program, students are able to analyze film form and content using the major approaches of film criticism.
2. **Outcome**
   Upon completion of this program, students are able to create a short film, incorporating general knowledge of film production (e.g. narrative, mise-en-scene, cinematography, acting, editing, and film sound).
3. **Outcome**
   Upon completion of this program, students are able to describe the historical development of filmmaking and identify major historical film styles.
4. **Outcome**
   Upon completion of this program, students are able to describe the impact of film on modern media and culture.

CTE Documentation

I have reviewed this tab and have completed the requirements for this proposal. Yes

Codes and Dates

Approval Dates

-
-

Implementation Date
~~2022-08-15~~
2024-11-04

Effective Term ~~Fall 2022~~ Fall 2025

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Film Studies - Associate of Arts Degree

Program Title
Film Studies

Award Type
Associate of Arts Degree

Effective Term
Fall 2025

Program Description
The Film Studies AA degree is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this AA also provides students with the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields, such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

Program Requirements

Course	Title	Units	Term

Required Core: (6 Units)

HUMN 2	Introduction to Film Studies	3.0
PHTO 58	Introduction to Videography	3.0

List A: Select One (3 Units)

JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0

List B: Select Three (9 Units)

FLMS 5	Introduction to Film Editing	3.0
HUMN 4	Global Cinemas	3.0
JAMS 23	Multimedia Reporting	3.0
KIN 3	Sports in Films & Documentaries	3.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 22B	Scoring for Film and Multimedia 2	3.0
MUS 34	Music in Film	3.0
PHTO 50	Introduction to Photography	3.0
PHTO 69	Intermediate Videography	3.0
SOC 12	Popular Culture	3.0
THEA 1A	Theory/Practice of Acting I	3.0
THEA 11	Stage to Screen	3.0

Total Units for the Major

18.0

Additional General Education and Elective Units

42.0

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

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Film Studies - Associate of Arts Degree

The Film Studies AA degree is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this AA also provides students with the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields, such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

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
HUMN 2	Introduction to Film Studies	3.0	Major/Required	
PHTO 58	Introduction to Videography	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		6.0	Elective	

Term 2 - Spring Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
List B Course		3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Health (Area 8)		3.0	General Education	

MATH 47 (Area 2)	3.0	General Education

Term 3 - Fall Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
American Institutions (Area 9)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	
AD Elective	5.0	Elective	

Term 4 - Fall Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	9.0	Elective	

Total: 60.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Film Studies - Certificate of Achievement (16 to fewer than 30 units)

Program Modification: Film Studies - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 11-04-2024)
compared with
Film Studies - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2022)

Cover

Does program also prepare students for transfer? Yes
Proposal Information
Effective Term Fall ~~2022~~ 2025
Origination Date ~~09~~ 11 / ~~24~~ 04 / ~~2021~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Enrollment and Completer Projections
With this new certificate option, we are hoping to see approximately 4 new COA completions per year.
Place of Program in Curriculum/Similar Programs
A certificate would potentially attract many students who are majoring in other fields but who value and enjoy Film Studies courses, whether their intention is to transfer or finish with a local AA. This will be an interdisciplinary certificate program that draws on various preexisting LPC programs, such as Humanities, Theater, Photography, Mass Communications, and Music.

Program Requirements

Program Requirements

1. **Group Title** Required Core: (6 Units)
    1. **Course** HUMN 2 - Introduction to Film Studies ~~(Historical)~~
       Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

2. **Course** PHTO 58 - Introduction to Videography ~~(Historical)~~
   Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:

2. **Group Title** List A: Select One (3 Units)

   1. **Course** JAMS 1 - Introduction to Mass Communications (~~Historical~~ Launched)
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:
      Recommended Course Preparation: Eligibility for ENGL C1000.

3. **Max** ~~10~~ 9 .000
   Group Title List B: Select Three (9 ~~-10~~ Units)

   1. **Min** ~~4~~ 3 .000
      Max ~~4~~ 3 .000
      Discipline KIN - Kinesiology
      Course KIN 3 - Sports in Films & Documentaries (Approved)
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:
   2. **Discipline** FLMS - Film Studies
      Course FLMS 5 - Introduction to Film Editing (Launched)
      Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90

Outside of Class Hours	72

Requisites:

Recommended Course Preparation: PHTO 58 with a minimum grade of C

Include in PLO Mapping Yes

3. **Discipline** HUMN - Humanities
   Course HUMN 4 - Global Cinemas ~~(Historical)~~
   Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

   Requisites:
4. **Discipline** JAMS - Journalism and Media Studies
   Course JAMS 23 - Multimedia Reporting
   ~~**Course Detail**~~ -
   ~~**Include in PLO Mapping**~~ - ~~No~~
5. ~~**Discipline**~~ - ~~MUS - Music~~
   Course MUS 22A - Scoring for Film and Multimedia 1
   ~~**Course Detail**~~ -
6. **Discipline** MUS - Music
   Course MUS 22B - Scoring for Film and Multimedia 2
7. **Discipline** MUS - Music
   Course MUS 34 - Music in Film
8. **Discipline** PHTO - Photography
   Course PHTO 50 - Introduction to Photography
   Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
9. **Discipline** PHTO - Photography
   Course PHTO 69 - Intermediate Videography
   Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	36
Lab Hours	54

Inside of Class Hours	90
Outside of Class Hours	72

Requisites:
Recommended Course Preparation: PHTO 58 with a minimum grade of C

10. **Discipline** SOC - Sociology
Course SOC 12 - Popular Culture
~~Course Detail~~
11. **Min** 3.000
Max 3.000
Discipline THEA - Theater Arts
Course THEA 1A - Theory/Practice of Acting I
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term
12. **Min** 3.000
Max 3.000
Discipline THEA - Theater Arts
Course THEA 11 - Stage to Screen
Course Detail
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

Program Mapper

Program Mapper

1. **Min** ~~6~~ 9 .000
   Max ~~6~~ 9 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses

   1. **Course** HUMN 2 - Introduction to Film Studies ~~(Historical)~~
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:
      Category Major/Required
   2. **Course** PHTO 58 - Introduction to Videography ~~(Historical)~~
      Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

      Requisites:
      Category

2. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Term - Semester** -~~
   ~~**Program Courses**~~

   1. ~~**Min** - 3.000~~
      ~~**Max** - 3.000~~
      ~~**Course** - JAMS 1 - Introduction to Mass Communications (Historical)~~
      ~~**Category** - Major/Required~~
   2. **Min** 3.000
      Max 3.000
      Non- **Course** Requirement ~~JAMS~~
      List ~~2~~ A ~~- Introduction to Media~~ Course
      Course ~~**Detail**~~ Block Reference
      Exception Identifier
      Exception
      Footer
      Category Major/Required
      Semester(s) Offered
      Spring No

Summer No
Fall No
Rotating No

3. **Min** 9.000
Max ~~10~~ 9 .000
Term - Semester Term 2 - Spring Semester
~~**Header** -~~
~~**Footer** -~~
Program Courses

1. **Min** ~~4~~ 9 .000
Max ~~4~~ 9 .000
~~**Course** - HUMN 4~~ Non - ~~Global Cinemas (Historical)~~
Course ~~**Detail** -~~
~~**Exception Identifier** -~~
~~**Exception**~~ **Requirement**
~~**Footer**~~ List
B Courses
Category
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
2. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - JAMS 23 - Multimedia Reporting~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
3. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - MUS 22A - Scoring for Film and Multimedia 1~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~

~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

4. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - MUS 22B - Scoring for Film and Multimedia 2~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
5. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - MUS 34 - Music in Film~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
6. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PHTO 50 - Introduction to Photography (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
7. ~~Min - 3.000~~
~~Max - 3.000~~

~~Course - PHTO 69 - Intermediate Videography (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

8. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - SOC 12 - Popular Culture~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
9. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 1A - Theory~~ Major / ~~Practice of Acting I~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
10. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 11 - Stage to Screen~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~ Required

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon completion of this program, students are able to analyze film form and content using the major approaches of film criticism.
2. **Outcome**
   Upon completion of this program, students are able to create a short film, incorporating general knowledge of film production (e.g. narrative, mise-enscene, cinematography, acting, editing, and film sound).
3. **Outcome**
   Upon completion of this program, students are able to describe the historical development of filmmaking and identify major historical film styles.
4. **Outcome**
   Upon completion of this program, students are able to describe the impact of film on modern media and culture.

Codes and Dates

Approval Dates

-
-

Implementation Date -
~~2022-08-15~~
2024-11-04

Effective Term ~~Fall 2022~~ Fall 2025

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Film Studies - Certificate of Achievement (16 to fewer than 30 units)

Program Title
Film Studies

Award Type
Certificate of Achievement (16 to fewer than 30 units)

Effective Term
Fall 2025

Program Description
The Film Studies Certificate of Achievement is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this Certificate of Achievement also provides students the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

Program Requirements

Course	Title	Units	Term

Required Core: (6 Units)

HUMN 2	Introduction to Film Studies	3.0
PHTO 58	Introduction to Videography	3.0

List A: Select One (3 Units)

JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0

List B: Select Three (9 Units)

KIN 3	Sports in Films & Documentaries	3.0
FLMS 5	Introduction to Film Editing	3.0
HUMN 4	Global Cinemas	3.0
JAMS 23	Multimedia Reporting	3.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 22B	Scoring for Film and Multimedia 2	3.0
MUS 34	Music in Film	3.0
PHTO 50	Introduction to Photography	3.0
PHTO 69	Intermediate Videography	3.0
SOC 12	Popular Culture	3.0
THEA 1A	Theory/Practice of Acting I	3.0
THEA 11	Stage to Screen	3.0

Total: 18.0

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Film Studies - Certificate of Achievement (16 to fewer than 30 units)

The Film Studies Certificate of Achievement is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this Certificate of Achievement also provides students the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

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
HUMN 2	Introduction to Film Studies	3.0	Major/Required	
PHTO 58	Introduction to Videography	3.0	Major/Required	
List A Course		3.0	Major/Required	

Term 2 - Spring Semester **Units:** 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Courses		9.0	Major/Required	

Total: 18.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Graphic Design - Associate of Arts Degree

Program Modification: Graphic Design - Associate of Arts Degree (Launched - Implemented 10-25-2024)
compared with
Graphic Design - Associate of Arts Degree (Active - Implemented 04-19-2022)

Cover

Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2022~~ 2025
Next Program Review (Month/Year) October ~~2022~~ 2026
Origination Date ~~11~~ 10 / ~~18~~ 20 / ~~2021~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

This program has been recommended by the BACCC Yes

Program Requirements

Program Requirements

1. **Group Title** Required Core: (30 Units)
    1. **Group Title**
        1. **Course** GDDM 51 - Color Theory
           Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Term 4
        2. **Course** ARTS 26 - Color Theory ~~(Historical)~~
           Term 4

2. **Course** GDDM 52 - Introduction to Typography
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
   Recommended Course Preparation: GDDM 56 with a minimum grade of C
   Term 2
3. **Course** GDDM 53 - Adobe Photoshop I ~~(Historical)~~
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
   Recommended Course Preparation: GDDM 50 with a minimum grade of C and GDDM 51 with a minimum grade of C
   Term 1
4. **Course** GDDM 54 - Adobe Illustrator I
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
   Recommended Course Preparation: GDDM 50 with a minimum grade of C
   Term 1
5. **Course** GDDM 56 - Introduction to Graphic Design
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

Term 3

6. **Course** GDDM 57 - Branding and Identity Design
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

Prerequisite: GDDM 56 with a minimum grade of C and GDDM 53 with a minimum grade of C, or GDDM 54 with a minimum grade of C

Term 4

7. **Course** GDDM 58 - Adobe Photoshop II (Launched)
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

Prerequisite: GDDM 53 with a minimum grade of C.

Term 2

8. **Course** GDDM 59 - Adobe Illustrator II
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

Prerequisite: GDDM 54 with a minimum grade of C

Term 4

9. **Course** GDDM 60 - Creative Portfolio Development & Self Promotion
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81

Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Recommended Course Preparation: GDDM 55 with a minimum grade of C, GDDM 53 with a minimum grade of C, GDDM 54 with a minimum grade of C, GDDM 64 with a minimum grade of C
Term 5

10. **Course** GDDM 64 - Adobe InDesign I
Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Recommended Course Preparation: GDDM 50 with a minimum grade of C, GDDM 52 with a minimum grade of C
Term 4

2. **Group Title** List A: Select One (3 Units)

1. **Course** GDDM 2 - Wordpress and Content Management Systems
Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Term 2

2. **Course** GDDM 3 - History of Graphic Design
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Term 2

3. **Course** GDDM 4 - User Interface and User Experience Design

Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Term 2

4. **Course** GDDM 40 - Design Shop: The Business of Design
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
   Recommended Course Preparation: GDDM 52 with a minimum grade of C, GDDM 53 with a minimum grade of C, GDDM 54 with a minimum grade of C, GDDM 55 with a minimum grade of C, GDDM 56 with a minimum grade of C, GDDM 57 with a minimum grade of C
   Term 2
5. **Course** GDDM 55 - Web Design I ~~(Historical)~~
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
   Recommended Course Preparation: GDDM 50 with a minimum grade of C
   Term 2
6. ~~**Course** - GDDM 65 - Elect Prepress/Print Prod (Historical)~~
   ~~**Course Detail** -~~
   ~~**Term** -~~
7. ~~**Discipline** - GDDM - Graphic Design & Digital Media~~
   ~~**Course** - GDDM 67 - Adobe InDesign II~~
   ~~**Course Detail** -~~
   ~~**Term** -~~
8. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~

~~**Discipline** - GDDM - Graphic Design & Digital Media~~
~~**Course** - GDDM 68 - Creative Portfolio Preparation (Historical)~~
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
~~**Term** -~~

9. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - GDDM - Graphic Design & Digital Media~~
Course GDDM 70 - Photoshop and Lightroom for Photographers
Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Recommended Course Preparation: PHTO 56 with a minimum grade of C
~~**Other**~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
Term 2

10. **Discipline** _ PHTO - Photography
Course _ PHTO 70 - Photoshop and Lightroom for Photographers
Course Detail _ Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Recommended Course Preparation: PHTO 56, _ PHTO 56.
Term _ 2

3. **Group Title** Total Units ~~in~~ for the Major

4. **Min** ~~28~~ 27 .000
   Group Title Additional General Education and ~~Electives~~ Elective Units
   Footer See the Las Positas College General Education Pattern for Associate of Arts Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

   1. **Min** ~~28~~ 27 .000
      Non Course Requirment

Program Mapper

Program Mapper

1. **Min** ~~30~~ 13 .000
   Max ~~30~~ 13 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses

   1. ~~**Group Title**~~ **Course** GDDM 53 - Adobe Photoshop I
      Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

      Requisites:
      Recommended Course Preparation: GDDM 50 with a minimum grade of C and GDDM 51 with a minimum grade of C
      Category Major/Required
   2. **Course** GDDM 54 - Adobe Illustrator I
      Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

      Requisites:
      Recommended Course Preparation: GDDM 50 with a minimum grade of C
      Category Major/Required
   3. **Course** GDDM 56 - Introduction to Graphic Design

Course Detail _ Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Category _ Major/Required

4. **Non-Course Requirement** _
English Composition (Area 1A)
Category _ General Education
5. **Min** _ 1.000
Max _ 1.000
Non-Course Requirement _
Kinesiology (Area 7)
Category _ General Education

2. **Min** _ 15.000
Max _ 15.000
Term - Semester _ Term 2 - Spring Semester
Program Courses

1. **Course** _ GDDM 52 - Introduction to Typography
Course Detail _ Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Recommended Course Preparation: GDDM 56 with a minimum grade of C _
Category _ Major/Required

2. **Course** _ GDDM 58 - Photoshop II
Course Detail _ Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

Prerequisite: GDDM 53 with a minimum grade of C and **Recommended Course Preparation:** GDDM 50
Category Major/Required

3. **Non-Course Requirement**
   List A Course
   Category Major/Required
4. **Non-Course Requirement**
   Critical Thinking and Oral Communication (Area 1B)
   Category General Education
5. **Non-Course Requirement**
   MATH 47 (Area 2)
   Category General Education

3. **Min** 3.000
   Max 3.000
   Term - Semester Term 3 - Summer Semester
   Program Courses

   1. **Min** 3.000
      Max 3.000
      Non-Course Requirement
      Humanities (Area 3)
      Category General Education

4. **Min** 15.000
   Max 15.000
   Term - Semester Term 4 - Fall Semester
   Program Courses

   1. **Min** 3.000
      Max 3.000
      Group Title

      1. **Min** 3.000
         Max 3.000
         Course ~~GDDM~~ ARTS ~~51~~ 26 - Color Theory
         Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Exception Identifier
Exception
Footer
Category

~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

2. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ARTS 26 - Color Theory (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

2. ~~Course - GDDM 52 - Introduction to Typography~~
~~Course Detail -~~
~~Category -~~
3. ~~Course - GDDM 53 - Photoshop I (Historical)~~
~~Course Detail -~~
~~Category -~~
4. ~~Course - GDDM 54 - Adobe Illustrator I~~
~~Category -~~
5. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - GDDM 56 - Introduction to Graphic Design~~
~~Category -~~
6. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - GDDM 57 - Branding and Identity Design~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~ Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
7. **Min** 3.000
Max 3.000

Course GDDM ~~58~~ 51 - ~~Photoshop~~ Color ~~II~~ Theory
Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 3.000
Max 3.000
Course GDDM 57 - Branding and Identity Design
Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Prerequisite: GDDM 56 with a minimum grade of C and GDDM 53 with a minimum grade of C, or GDDM 54 with a minimum grade of C
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 3.000
Max 3.000
Course GDDM 59 - Adobe Illustrator II

Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Prerequisite: GDDM 54 with a minimum grade of C
Exception Identifier
Exception
Footer
Category
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - GDDM 60 - Creative Portfolio Development & Self Promotion~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~ Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 3.000
Max 3.000
Course GDDM 64 - Adobe InDesign I
Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

Recommended Course Preparation: GDDM 50 with a minimum grade of C, GDDM 52 with a minimum grade of C

Exception Identifier

Exception

Footer

Category

~~**Semester(s) Offered**~~

~~**Spring**~~ - ~~No~~

~~**Summer**~~ - ~~No~~

~~**Fall**~~ - ~~No~~

~~**Rotating**~~ - ~~No~~

~~**Min**~~ - ~~3.000~~

~~**Max**~~ - ~~3.000~~

~~**Term - Semester**~~ -

~~**Program Courses**~~

1. ~~**Course**~~ - ~~GDDM 2 - Wordpress and Content Management Systems~~
   ~~**Course Detail**~~ -
   ~~**Category**~~ -
2. ~~**Course**~~ - ~~GDDM 3 - History of Graphic Design~~
   ~~**Course Detail**~~ -
   ~~**Category**~~ -
3. ~~**Course**~~ - ~~GDDM 4 - User Interface and User Experience Design~~
   ~~**Category**~~ -
4. ~~**Course**~~ - ~~GDDM 40 - Design Shop: The Business of Design~~
   ~~**Category**~~ -
5. ~~**Course**~~ - ~~GDDM 55 - Web Design I (Historical)~~
   ~~**Category**~~ -
6. ~~**Min**~~ - ~~3.000~~
   ~~**Max**~~ - ~~3.000~~
   ~~**Course**~~ - ~~GDDM 65 - Elect Prepress~~ Major / ~~Print Prod (Historical)~~
   ~~**Course Detail**~~ -
   ~~**Exception Identifier**~~ -
   ~~**Exception**~~ -
   ~~**Footer**~~ -
   ~~**Category**~~ - Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
7. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~GDDM~~
   Ethnic ~~67~~ Studies = (Area ~~Adobe InDesign II~~ 6)
   Course ~~**Detail**~~ **Block Reference**

Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No

Min _ 15.000
Max _ 15.000
Term - Semester _ Term 5 - Spring Semester
Header _
Footer _
Program Courses

1. Min _ 3.000
   Max _ 3.000
   Course _ GDDM 60 - Creative Portfolio Development & Self Promotion
   Course Detail _ Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
   Recommended Course Preparation: GDDM 55 with a minimum grade of C, GDDM 53 with a minimum grade of C, GDDM 54 with a minimum grade of C, GDDM 64 with a minimum grade of C
   Exception Identifier _
   Exception _
   Footer _
   Category _ Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. Min 3.000
   Max 3.000
   Non- Course Requirement ~~GDDM 68 - Creative Portfolio Preparation~~
   Health (~~Historical~~ Area 8)
   Course ~~Detail~~ Block Reference
   Exception Identifier
   Exception

Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~GDDM~~
   American ~~70~~ Institutions ~~-~~ (Area ~~Photoshop and Lightroom for Photographers~~ 9)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
4. **Min** 3.000
   Max 3.000
   Non-Course Requirement
   Social and Behavioral Sciences (Area 4)
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
5. **Min** 3.000
   Max 3.000
   Non-Course Requirement
   Natural Sciences (Area 5)
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered

Spring No
Summer No
Fall No
Rotating No

~~**Min** - 0.000~~
~~**Max** - 0.000~~
~~**Term - Semester** -~~
~~**Program Courses**~~

1. ~~**Min** - 33.000~~
   ~~**Max** - 33.000~~
   ~~**Non-Course Requirement** -~~
   ~~**Category** -~~

~~**Min**~~
- ~~27.000~~

Program Learning Outcomes

~~**Max**~~ **Outcomes** - ~~27.000~~

1. ~~**Term - Semester**~~ **Outcome**
   Upon completion of this program, students are able to critically evaluate quality and effectiveness of design projects, present one's work effectively, and incorporate critique and feedback into design iterations.
   ~~**Program Courses**~~

   1. ~~**Min** - 27.000~~

   ~~**Max**~~
   - ~~27.000~~

   ~~**Non-Course Requirement**~~ **Outcome**
   Upon completion of this program, students are able to apply principles of design to effectively conceptualize, create and deliver design solutions for the intended audience.
   Outcome
   Upon completion of this program, students are able to describe the history and application of design and how color, type, and other design elements are used as effective communications tools.
   Outcome
   Upon completion of this program, students are able to use industry-standard software with technical proficiency and create documents to required specifications for delivery to clients.

CTE Documentation

Gainful Employment ~~No~~ Yes
CTE Regional Consortium Approved ~~No~~ Yes
I have reviewed this tab and have completed the requirements for this proposal. Yes

Apprenticeship Documentation

Gainful Employment ~~No~~ Yes

Codes and Dates

~~**Approval Dates**~~

- ~~State Approval Date~~
  ~~04/20/2022~~
- ~~Board of Trustees~~
  ~~04/19/2022~~
- ~~CC Approval Date~~
  ~~12/06/2021~~

Program Originator ~~Owens, Elizabeth~~ Kuo, Peter

Implementation Date ~~2022-04-19~~ 2024-10-25

Effective Term ~~Fall 2022~~ Fall 2025

Next Program Review (Month/Year) ~~October 2022~~ October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Graphic Design - Associate of Arts Degree

Program Title
Graphic Design

Award Type
Associate of Arts Degree

Effective Term
Fall 2025

Program Description
The Associate of Arts of Graphic Design is designed to prepare students for work in the graphic design profession. The course work will prepare students to undertake a position in an advertising agency, creative services team, design studio, in-house design team, print shop, or web development firm.

Program Requirements

Course	Title	Units	Term

Required Core: (30 Units)

GDDM 51	Color Theory	4th	3.0
OR			
ARTS 26	Color Theory	4th	3.0
GDDM 52	Introduction to Typography	2nd	3.0
GDDM 53	Adobe Photoshop I	1st	3.0
GDDM 54	Adobe Illustrator I	1st	3.0
GDDM 56	Introduction to Graphic Design	3rd	3.0
GDDM 57	Branding and Identity Design	4th	3.0
GDDM 58	Adobe Photoshop II	2nd	3.0
GDDM 59	Adobe Illustrator II	4th	3.0
GDDM 60	Creative Portfolio Development & Self Promotion	5th	3.0
GDDM 64	Adobe InDesign I	4th	3.0

List A: Select One (3 Units)

GDDM 2	Wordpress and Content Management Systems	2nd	3.0
GDDM 3	History of Graphic Design	2nd	3.0
GDDM 4	User Interface and User Experience Design	2nd	3.0
GDDM 40	Design Shop: The Business of Design	2nd	3.0
GDDM 55	Web Design I	2nd	3.0
GDDM 70	Photoshop and Lightroom for Photographers	2nd	3.0
PHTO 70	Photoshop and Lightroom for Photographers	2nd	3.0

Total Units for the Major

33.0

Additional General Education and Elective Units 27.0-28.0

See the Las Positas College General Education Pattern for Associate of Arts Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0-61.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Graphic Design - Certificate of Achievement (30 to fewer than 60 units)

Program Modification: Graphic Design - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 10-31-2024)
compared with
Graphic Design - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 04-19-2022)

Cover

Award Type Certificate of Achievement (~~16~~ 30 to fewer than ~~30~~ 60 units)
Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2022~~ 2025
Next Program Review (Month/Year) October ~~2022~~ 2026
Origination Date ~~11~~ 10 / ~~18~~ 26 / ~~2021~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

This program has been recommended by the BACCC Yes

Program Requirements

Program Requirements

1. **Group Title** Required Core: (30 units)
    1. **Group Title**
        1. **Course** ARTS 26 - Color Theory ~~(Historical)~~
           Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

2. **Course** GDDM 53 - Adobe Photoshop I ~~(Historical)~~
3. **Course** GDDM 58 - Adobe Photoshop II (Launched)
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
   Prerequisite: GDDM 53 with a minimum grade of C.
4. **Course** GDDM 60 - Creative Portfolio Development & Self Promotion
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
   Recommended Course Preparation: GDDM 55 with a minimum grade of C, GDDM 53 with a minimum grade of C, GDDM 54 with a minimum grade of C, GDDM 64 with a minimum grade of C

2. **Group Title** ~~LIST~~ List A: Select ~~one~~ One (3 ~~units~~ Units)
   1. **Course** GDDM ~~67~~ 2 - ~~Adobe~~ Wordpress ~~InDesign~~ and ~~II~~
   2. ~~**Course**~~ Content ~~GDDM~~ Management ~~68 - Creative Portfolio Preparation (Historical)~~ Systems
   3. **Course** GDDM 3 - History of Graphic Design
   4. **Course** GDDM ~~2 - Wordpress and Content Management Systems~~
   5. ~~**Course** - GDDM~~ 4 - User Interface and User Experience Design
   6. ~~**Discipline**~~ **Course** GDDM 40 - ~~Graphic~~ Design ~~&~~ Shop: ~~Digital~~ The ~~Media~~ Business of Design
   7. **Course** GDDM 70 - Photoshop and Lightroom for Photographers
   8. **Discipline** PHTO - Photography
      Course ~~GDDM~~ PHTO 70 - Photoshop and Lightroom for Photographers
      Course Detail
   9. ~~**Min**~~ Units 3 and Hours:

Lecture Hours	27
Lab Hours	81
Inside of ~~Design~~ Class Hours	108

Outside of Class Hours	54

Requisites:
Recommended **Course** ~~**Detail**~~ **Preparation:** PHTO 56,
~~**Other**~~ PHTO 56.
~~**Header**~~ -
~~**Footer**~~ -
~~**Exception Identifier**~~ -
~~**Exception**~~ -
~~**Include in PLO Mapping**~~ - ~~No~~
~~**Term**~~ -

3. ~~**Min**~~ - ~~3.000~~
~~**Max**~~ - ~~3.000~~
~~**Discipline**~~ - ~~GDDM - Graphic Design & Digital Media~~
~~**Course**~~ - ~~GDDM 65 - Elect Prepress/Print Prod (Historical)~~
~~**Course Detail**~~ -
~~**Other**~~ -
~~**Header**~~ -
~~**Footer**~~ -
~~**Exception Identifier**~~ -
~~**Exception**~~ -
~~**Include in PLO Mapping**~~ - ~~No~~
~~**Term**~~ -

Program Mapper

Program Mapper

1. **Min** ~~30~~ 9 .000
Max ~~30~~ 9 .000
Term - Semester Term 1 - Fall Semester
Program Courses
    1. **Group Title**
        1. **Course** ARTS 26 - Color Theory
        Course Detail _ Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

        Requisites:
        Category _ Major/Required
        2. **Course** _ GDDM 51 - Color Theory

Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

Category Major/Required

3. ~~**Course** - ARTS 26 - Color Theory (Historical)~~
   ~~**Course Detail** -~~
   ~~**Category** -~~

2. ~~**Course** - GDDM 52 - Introduction to Typography~~
   ~~**Course Detail** -~~
   ~~**Category** -~~
3. **Course** GDDM 53 - ~~Photoshop I (Historical)~~
   ~~**Course Detail** -~~
   ~~**Category** -~~
4. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Course** - GDDM 54 -~~ Adobe ~~Illustrator~~ Photoshop I
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

   Requisites:
   Recommended Course Preparation: GDDM 50 with a minimum grade of C and GDDM 51 with a minimum grade of C
   ~~**Exception** **Identifier** -~~
   ~~**Exception** -~~
   ~~**Footer** -~~
   Category
   ~~**Semester(s) Offered**~~
   ~~**Spring** - No~~
   ~~**Summer** - No~~
   ~~**Fall** - No~~
   ~~**Rotating** - No~~ Major/Required
5. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   Course GDDM 56 - Introduction to Graphic Design

Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
~~**Exception Identifier**~~ **Category** Major/Required

2. **Min** 9.000
   Max 9.000
   Term - Semester Term 2 - Spring Semester
   ~~**Exception**~~ **Program Courses**

   1. **Course** GDDM 52 - Introduction to Typography
      Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

      Requisites:
      Recommended Course Preparation: GDDM 56 with a minimum grade of C
      Category Major/Required
   2. **Course** GDDM 54 - Adobe Illustrator I
      Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

      Requisites:
      Recommended Course Preparation: GDDM 50 with a minimum grade of C
      Category Major/Required
   3. **Course** GDDM 58 - Adobe Photoshop II (Launched)
      Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108

Outside of Class Hours	54

Requisites:
Prerequisite: GDDM 53 with a minimum grade of C.
Category Major/Required

3. **Min** 9.000
Max 9.000
Term - Semester Term 3 - Fall Semester
Header
Footer
~~**Category**~~ **Program Courses** -
~~**Semester(s) Offered**~~

~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

4. **Min** 3.000
Max 3.000
Course GDDM 57 - Branding and Identity Design
Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Prerequisite: GDDM 56 with a minimum grade of C and GDDM 53 with a minimum grade of C, or GDDM 54 with a minimum grade of C
Exception Identifier
Exception
Footer
Category
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

5. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - GDDM 58 - Photoshop II~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ - Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

6. **Min** 3.000
Max 3.000
Course GDDM 59 - Adobe Illustrator II
Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Prerequisite: GDDM 54 with a minimum grade of C
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

7. **Min** 3.000
Max 3.000
Course GDDM 64 - Adobe InDesign I
Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Recommended Course Preparation: GDDM 50 with a minimum grade of C, GDDM 52 with a minimum grade of C
Exception Identifier

Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Min 6.000
Max 6.000
Term - Semester Term 4 - Spring Semester
Header
Footer
Program Courses

1. **Min** 3.000
   Max 3.000
   Non-Course Requirement
   List A Course
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. **Min** 3.000
   Max 3.000
   Course GDDM 60 - Creative Portfolio Development & Self Promotion
   Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Recommended Course Preparation: GDDM 55 with a minimum grade of C, GDDM 53 with a minimum grade of C, GDDM 54 with a minimum grade of C, GDDM 64 with a minimum grade of C
Exception Identifier
Exception

Footer

Category

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

3. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~GDDM 64 - Adobe InDesign I~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating~~ - ~~No~~

~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Term - Semester~~ -

~~Program Courses~~

1. ~~Course~~ - ~~GDDM 67 - Adobe InDesign II~~

~~Course Detail~~ -

~~Category~~ -

2. ~~Course~~ - ~~GDDM 68 - Creative Portfolio Preparation (Historical)~~

~~Course Detail~~ -

~~Category~~ -

3. ~~Course~~ - ~~GDDM 3 - History of Graphic Design~~

~~Course Detail~~ -

~~Category~~ -

4. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Course~~ - ~~GDDM 2 - Wordpress and Content Management Systems~~

~~Course Detail~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

~~Category~~ -

~~Semester(s) Offered~~

~~Spring~~ - ~~No~~

~~Summer~~ - ~~No~~

~~Fall~~ - ~~No~~

~~Rotating - No~~

5. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - GDDM 4 - User Interface and User Experience Design~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
6. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - GDDM 70 - Photoshop and Lightroom for Photographers~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
7. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - GDDM 40 - Design Shop: The Business of Design~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
8. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - GDDM 65 - Elect Prepress~~ Major / ~~Print Prod (Historical)~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ - Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon completion of this program, students are able to apply principles of design to effectively conceptualize, create and deliver design solutions for the intended audience.
2. **Outcome**
   Upon completion of this program, students are able to critically evaluate quality and effectiveness of design projects, present one's work effectively, and incorporate critique and feedback into design iterations.
3. **Outcome**
   Upon completion of this program, students are able to describe the history and application of design and how color, type, and other design elements are used as effective communications tools.
4. **Outcome**
   Upon completion of this program, students are able to use industry-standard software with technical proficiency and create documents to required specifications for delivery to clients.

CTE Documentation

Gainful Employment ~~Yes~~ No
I have reviewed this tab and have completed the requirements for this proposal. Yes

Apprenticeship Documentation

Gainful Employment ~~Yes~~ No

Attachments

Attached File
~~BACCC~~
~~Advisory Minutes~~
~~LMI~~

Codes and Dates

~~Approval Dates~~

- ~~State Approval Date~~
  ~~04/20/2022~~
- ~~Board of Trustees~~
  ~~04/19/2022~~
- ~~CC Approval Date~~
  ~~12/06/2021~~

Program Originator ~~Owens, Elizabeth~~ Kuo, Peter

Implementation Date -
~~2022-04-19~~
2024-10-31

Effective Term ~~Fall 2022~~ Fall 2025

Next Program Review (Month/Year) ~~October 2022~~ October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Graphic Design - Certificate of Achievement (30 to fewer than 60 units)

Program Title

Graphic Design

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

Fall 2025

Program Description

The Certificate of Achievement in Graphic Design is designed to prepare the students for work in the graphic design profession. This certificate gives the students the knowledge and experience to enter the graphic design profession as a member of an advertising agency, creative services team, design studio, in-house design team, print shop, or web development firm.

Program Requirements

Course	Title	Units	Term

Required Core: (30 units)

GDDM 51	Color Theory	3.0
OR		
ARTS 26	Color Theory	3.0
GDDM 52	Introduction to Typography	3.0
GDDM 53	Adobe Photoshop I	3.0
GDDM 54	Adobe Illustrator I	3.0
GDDM 56	Introduction to Graphic Design	3.0
GDDM 57	Branding and Identity Design	3.0
GDDM 58	Adobe Photoshop II	3.0
GDDM 59	Adobe Illustrator II	3.0
GDDM 60	Creative Portfolio Development & Self Promotion	3.0
GDDM 64	Adobe InDesign I	3.0

List A: Select One (3 Units)

GDDM 2	Wordpress and Content Management Systems	3.0
GDDM 3	History of Graphic Design	3.0
GDDM 4	User Interface and User Experience Design	3.0
GDDM 40	Design Shop: The Business of Design	3.0
GDDM 70	Photoshop and Lightroom for Photographers	3.0
PHTO 70	Photoshop and Lightroom for Photographers	3.0

Total: 33.0

Abridged Comparison

LAS POSITAS COLLEGE

Technical Program Revision: Humanities - Associate of Arts Degree

Technical Program Revision: Humanities - Associate of Arts Degree (Launched - Implemented 11-03-2024)
compared with
Humanities - Associate of Arts Degree (Active - Implemented 08-15-2020)

Cover

Apprenticeship No
Program Information
TOP Code 1599.00 - Other Humanities
CIP Code 24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other.
Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2020~~ 2025
Origination Date ~~10~~ 11 / ~~20~~ 03 / ~~2019~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Enrollment and Completer Projections
With these changes to the degree I am hoping to see 2-3 new majors per year
Place of Program in Curriculum/Similar Programs
This will continue to be part of the Humanities Program in the Humanities Cluster.

Program Requirements

Program Requirements

1. **Group Title** Required Core: (9 Units)
    1. **Course** HUMN 3 - Introduction to Humanities ~~(Historical)~~
       Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

2. **Group Title** List A: Select One (3 Units)

    1. **Course** HUMN 6 - Nature and Culture ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:

3. **Max** ~~4~~ 3 .000
Group Title ~~List~~ List B: Select One (3 ~~-4~~ Units)

    1. **Min** ~~4~~ 3 .000
    Max ~~4~~ 3 .000
    Course HUMN 4 - Global Cinemas ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

    Requisites:

4. **Group Title** Total Units for the Major

    1. **Max** ~~19~~ 18 .000
    Non Course Requirment

5. **Max** ~~41~~ 42 .000
Group Title Additional General Education and Electives
Footer 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.

    1. **Min** ~~41~~ 42 .000
    Non Course Requirment

Program Mapper

Program Mapper

1. **Min** ~~9~~ 15 .000
   Max ~~9~~ 15 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses
   1. **Course** HUMN 3 - Introduction to Humanities ~~(Historical)~~
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:
      Category
   2. ~~**Course** - HUMN 28 - World Mythology~~
      ~~**Course Detail** -~~
      ~~**Category** -~~ Major/Required
   3. **Course** PHIL 1 - God, Nature, Human Nature
      ~~**Category** -~~
2. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Term - Semester** -~~
   ~~**Program Courses**~~
   1. ~~**Course** - ENG 32 - U.S. Women's Literature~~
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:
      Recommended Course Preparation: - Eligib
      Category Major/Required
   2. Non- **Course** Requirement ~~ENG~~
      English ~~41~~ Composition = (Area ~~Modern World Literature~~ 1A)
      Category
   3. ~~**Course**~~ General ~~ENG 42 - Literature of the African Diaspora in America~~
      ~~**Category** -~~
   4. ~~**Course** - HIST 32 - U.S. Women's History~~
      ~~**Category** -~~

5. ~~Course - HUMN 6 - Nature and Culture (Historical)~~
   ~~Category~~ - Education
6. Min ~~3~~ 6 .000
   Max ~~3~~ 6 .000
   Non- Course Requirement ~~HUMN~~
   AD ~~10 - American Arts and Ideas~~ Elective
   Course ~~Detail~~ Block Reference
   Exception Identifier
   Exception
   Footer
   Category
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
7. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - PHIL 2 - Ethics~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
8. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - RELS 1 - Religions of the World~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
9. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - WMST 2 - Global Perspective of Women~~

~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ - Elective
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** ~~3~~ 15 .000
   Max ~~4~~ 15 .000
   Term - Semester Term 2 - Spring Semester
   Program Courses

   1. **Course** ~~ARHS~~ HUMN ~~7~~ 28 - ~~Modern~~ World ~~Art~~ Mythology
      Course ~~**History**~~ **Detail** _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:
      Category
   2. ~~**Min** - 4.000~~
      ~~**Max** - 4.000~~
      ~~**Course** - HUMN 4 - Global Cinemas (Historical)~~
      ~~**Category** -~~ Major/Required
   3. **Non-** **Course** **Requirement** ~~MUS~~
      List ~~3~~ A ~~- World Music~~ Course
      Category Major/Required
   4. **Non-** **Course** **Requirement** ~~PHTO~~
      Oral ~~67~~ Communication ~~-~~ and ~~History~~ Critical ~~of~~ Thinking ~~Photography~~ (Area 1B)
      Category General Education
   5. **Non-** **Course** **Requirement** ~~THEA~~
      Health ~~4~~ (Area ~~- Modern American Theater~~ 8)
      Category General Education
   6. **Non-Course Requirement** _
      MATH 47 (Area 2)
      Category _ General Education

4. **Min** _ 15.000
   Max _ 15.000
   Term - Semester _ Term 3 - Fall Semester
   Program Courses

1. **Non-Course Requirement**
   List B Course
   Category Major/Required
2. **Min** 3.000
   Max 3.000
   ~~**Course**~~ ~~THEA 10~~ Non - ~~Introduction to Dramatic Arts~~
   Course ~~**Detail**~~
   ~~**Exception Identifier**~~
   ~~**Exception**~~ **Requirement**
   ~~**Footer**~~ Natural
   Sciences (Area 5)
   Category General Education
3. **Non-Course Requirement**
   Social and Behavioral Sciences (Area 4)
   ~~**Semester(s)**~~ **Category** ~~Offered~~ General Education
4. ~~**Spring**~~ **Non-Course Requirement** ~~No~~
   Ethnic Studies (Area 6)
   ~~**Summer**~~ **Category** ~~No~~ General Education
5. **Non-Course Requirement**
   AD Elective
   ~~**Fall**~~ **Category** ~~No~~ Elective
   ~~**Rotating**~~ ~~No~~

Min ~~3~~ 15 .000
Max ~~3~~ 15 .000
Term - Semester Term 4 - Spring Semester
Program Courses

1. **Non-** **Course** **Requirement** ~~ARHS~~
   List ~~2~~ C ~~- Art of the Ancient Americas~~ Course
   Category Major/Required
2. **Min** ~~3~~ 1 .000
   Max ~~3.000~~
   ~~**Course**~~ ~~ARHS 5 - Western Art History - Renaissance to Contemporary~~
   ~~**Category**~~
3. ~~**Min**~~ ~~3.000~~
   ~~**Max**~~ ~~3.000~~
   ~~**Course**~~ ~~HIST~~ 1 ~~- Western Civilization to 1600~~
   ~~**Category**~~
4. ~~**Min**~~ ~~3.000~~
   ~~**Max**~~ ~~3.000~~
   ~~**Course**~~ ~~HIST 2 - Western Civilization since 1600~~
   ~~**Course Detail**~~
   ~~**Exception Identifier**~~
   ~~**Exception**~~
   ~~**Footer**~~
   ~~**Category**~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

5. ~~Min~~ - ~~3.000~~
   ~~Max~~ - ~~3.000~~
   ~~Course~~ - ~~HUMN 11 - Culture and the Arts I: Ancient World to the Renaissance~~
   ~~Course Detail~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   ~~Category~~ -
   ~~Semester(s) Offered~~
   ~~Spring~~ - ~~No~~
   ~~Summer~~ - ~~No~~
   ~~Fall~~ - ~~No~~
   ~~Rotating~~ - ~~No~~
6. ~~Min~~ - ~~3.000~~
   ~~Max~~ - ~~3.000~~
   ~~Course~~ - ~~HUMN 12 - Culture and the Arts II: The Modern World~~
   ~~Course Detail~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   ~~Category~~ -
   ~~Semester(s) Offered~~
   ~~Spring~~ - ~~No~~
   ~~Summer~~ - ~~No~~
   ~~Fall~~ - ~~No~~
   ~~Rotating~~ - ~~No~~

~~Min~~ - ~~0.000~~
~~Max~~ - ~~0.000~~
~~Term - Semester~~ -
~~Header~~ -
~~Footer~~ -
~~Program Courses~~

1. ~~Min~~ - ~~18.000~~
   ~~Max~~ - ~~19~~ .000
   Non-Course Requirement
   ~~Course~~ Kinesiology ~~Block~~ (Area ~~Reference~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   7)

Category General Education
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

Min ~~42~~ 11 .000
Max ~~41.000~~
~~Term - Semester~~ -
~~Header~~ -
~~Footer~~ -
~~Program Courses~~

1. ~~Min~~ - ~~41.000~~
   ~~Max~~ - ~~42~~ 11 .000
   Non-Course Requirement
   ~~Course~~ AD ~~Block Reference~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   Elective
   Category
   ~~Semester(s) Offered~~
   ~~Spring~~ - ~~No~~
   ~~Summer~~ - ~~No~~
   ~~Fall~~ - ~~No~~
   ~~Rotating~~ - ~~No~~ Elective

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon completion of this program, students are able to critically interpret and analyze aspects of culture and art by applying theoretical methods used in the humanities.
2. **Outcome**
   Upon completion of this program, students are able to discuss important themes expressed in material culture and belief systems as seen throughout global history.
3. **Outcome**
   Upon completion of this program, students are able to express and explain their appreciation for the arts through discussion and writing.
4. **Outcome**

Upon completion of this program, students are able to formally evaluate works of art using the elements and principles of art.

Codes and Dates

Approval Dates

-
-

Implementation Date -
~~2020-08-15~~
2024-11-03

Effective Term ~~Fall 2020~~ Fall 2025

TOP Code - 1599.00 - Other Humanities

CIP Code - 24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other.

Program Requirements

LAS POSITAS COLLEGE

Technical Program Revision: Humanities - Associate of Arts Degree

Program Title
Humanities

Award Type
Associate of Arts Degree

Effective Term
Fall 2025

Program Description
The Humanities AA degree is a program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

Program Requirements

Course	Title	Units	Term

Required Core: (9 Units)

HUMN 3	Introduction to Humanities	3.0
HUMN 28	World Mythology	3.0
PHIL 1	God, Nature, Human Nature	3.0

List A: Select One (3 Units)

ENG 32	U.S. Women's Literature	3.0
ENG 41	Modern World Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
HIST 32	U.S. Women's History	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
PHIL 2	Ethics	3.0
RELS 1	Religions of the World	3.0
WMST 2	Global Perspective of Women	3.0

List B: Select One (3 Units)

ARHS 7	Modern Art History	3.0
HUMN 4	Global Cinemas	3.0
MUS 3	World Music	3.0
PHTO 67	History of Photography	3.0
THEA 4	Modern American Theater	3.0
THEA 10	Introduction to Dramatic Arts	3.0

List C: Select One (3 Units)

ARHS 2	Art of the Ancient Americas	3.0
ARHS 5	Western Art History - Renaissance to Contemporary	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HUMN 11	Culture and the Arts I: Ancient World to the Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0

Total Units for the Major

18.0

Additional General Education and Electives

42.0

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

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

Program Pathway

LAS POSITAS COLLEGE

Technical Program Revision: Humanities - Associate of Arts Degree

The Humanities AA degree is a program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

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
HUMN 3	Introduction to Humanities	3.0	Major/Required	
PHIL 1	God, Nature, Human Nature	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		6.0	Elective	

Term 2 - Spring Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HUMN 28	World Mythology	3.0	Major/Required	
List A Course		3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Health (Area 8)		3.0	General Education	
MATH 47 (Area 2)		3.0	General Education	

Term 3 - Fall Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	3.0	Elective	

Term 4 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List C Course	3.0	Major/Required	
Kinesiology (Area 7)	1.0	General Education	
AD Elective	11.0	Elective	

Total: 60.0

Abridged Comparison

LAS POSITAS COLLEGE

Technical Program Revision: Humanities - Certificate of Achievement (16 to fewer than 30 units)

Technical Program Revision: Humanities - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 11-03-2024)
compared with
Humanities - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2020)

Cover

Apprenticeship No
Program Information
TOP Code 1599.00 - Other Humanities
CIP Code 24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other.
Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2020~~ 2025
Origination Date ~~10~~ 11 / ~~20~~ 03 / ~~2019~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Enrollment and Completer Projections
We hope to see 4-5 HUMN C of A's completed in the first years after this has been approved.
Place of Program in Curriculum/Similar Programs
A certificate would potentially attract many students who are majoring in other fields but who value and enjoy Humanities Cluster courses, whether their intention is to transfer or finish with a local AA.

Program Requirements

Program Requirements

1. **Group Title** Required Core: (9 Units)
    1. **Course** HUMN 3 - Introduction to Humanities ~~(Historical)~~
       Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54

Outside of Class Hours	108

Requisites:

2. **Group Title** List A: Select One (3 Units)

    1. **Course** HUMN 6 - Nature and Culture ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

3. **Max** ~~4~~ 3 .000
Group Title List B: Select One (3 ~~4~~ Units)

    1. **Min** ~~4~~ 3 .000
    Max ~~4~~ 3 .000
    Course HUMN 4 - Global Cinemas ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:

Program Mapper

Program Mapper

1. **Term - Semester** Term 1 - Fall Semester
Program Courses

    1. **Course** HUMN 3 - Introduction to Humanities ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Category

2. ~~Course - HUMN 28 - World Mythology~~
   ~~Course Detail -~~
   ~~Category -~~ Major/Required
3. **Course** PHIL 1 - God, Nature, Human Nature
   Course Detail _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Recommended Course Preparation: - Eligib _
   Category Major/Required
4. **Non-Course Requirement** _
   List A Course
   Category _ Major/Required

2. **Min** ~~3~~ 9 .000
   Max ~~3~~ 9 .000
   Term - Semester Term 2 - Spring Semester
   Program Courses

   1. **Course** ~~ENG~~ HUMN ~~32~~ 28 - ~~U.S.~~ World ~~Women's Literature~~ Mythology
      Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

      Requisites:
      Category Major/Required
   2. **Non-** **Course** **Requirement** ~~ENG~~
      List ~~41~~ B ~~- Modern World Literature~~ Course
      Category Major/Required
   3. ~~Course - HIST 32~~ Non - ~~U.S. Women's History~~
      ~~Category -~~
   4. ~~**Min** - 3.000~~
      ~~**Max** - 3.000~~
      ~~Course - HUMN 6 - Nature and Culture (Historical)~~
      Course ~~Detail -~~
      ~~Exception Identifier -~~
      ~~Exception~~ Requirement
      ~~Footer~~ List
      C Course
      Category

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

5. ~~Min~~ - ~~3.000~~
   ~~Max~~ - ~~3.000~~
   ~~Course~~ - ~~HUMN 10 - American Arts and Ideas~~
   ~~Course Detail~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   ~~Category~~ -
   ~~Semester(s) Offered~~
   ~~Spring~~ - ~~No~~
   ~~Summer~~ - ~~No~~
   ~~Fall~~ - ~~No~~
   ~~Rotating~~ - ~~No~~
6. ~~Min~~ - ~~3.000~~
   ~~Max~~ - ~~3.000~~
   ~~Course~~ - ~~PHIL 2 - Ethics~~
   ~~Course Detail~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   ~~Category~~ -
   ~~Semester(s) Offered~~
   ~~Spring~~ - ~~No~~
   ~~Summer~~ - ~~No~~
   ~~Fall~~ - ~~No~~
   ~~Rotating~~ - ~~No~~
7. ~~Min~~ - ~~3.000~~
   ~~Max~~ - ~~3.000~~
   ~~Course~~ - ~~RELS 1 - Religions of the World~~
   ~~Course Detail~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   ~~Category~~ -
   ~~Semester(s) Offered~~
   ~~Spring~~ - ~~No~~
   ~~Summer~~ - ~~No~~
   ~~Fall~~ - ~~No~~
   ~~Rotating~~ - ~~No~~
8. ~~Min~~ - ~~3.000~~

~~**Max** - 3.000~~
~~**Course** - WMST 2 - Global Perspective of Women~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

3. ~~**Min** - 3.000~~
~~**Max** - 4.000~~
~~**Term - Semester** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Program Courses**~~

    1. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Course** - ARHS 7 - Modern Art History~~
    ~~**Course Detail** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~
    ~~**Footer** -~~
    ~~**Category** -~~
    ~~**Semester(s) Offered**~~
    ~~**Spring** - No~~
    ~~**Summer** - No~~
    ~~**Fall** - No~~
    ~~**Rotating** - No~~
    2. ~~**Min** - 4.000~~
    ~~**Max** - 4.000~~
    ~~**Course** - HUMN 4 - Global Cinemas (Historical)~~
    ~~**Course Detail** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~
    ~~**Footer** -~~
    ~~**Category** -~~
    ~~**Semester(s) Offered**~~
    ~~**Spring** - No~~
    ~~**Summer** - No~~
    ~~**Fall** - No~~
    ~~**Rotating** - No~~
    3. ~~**Min** - 3.000~~

~~Max - 3.000~~
~~Course - MUS 3 - World Music~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

4. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PHTO 67 - History of Photography~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
5. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 4 - Modern American Theater~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
6. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 10 - Introduction to Dramatic Arts~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

4. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Term - Semester~~ -
~~Header~~ -
~~Footer~~ -
~~Program Courses~~

1. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ARHS 2 - Art of the Ancient Americas~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
2. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ARHS 5 - Western Art History - Renaissance to Contemporary~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
3. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 1 - Western Civilization to 1600~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

4. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 2 - Western Civilization since 1600~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
5. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HUMN 11 - Culture and the Arts I: Ancient World to the Renaissance~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
6. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HUMN 12 - Culture and the Arts II: The Modern World~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~ Major/Required

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon completion of this program, students are able to express and explain their appreciation for the arts through discussion and writing.
2. **Outcome**
   Upon completion of this program, students are able to critically interpret and analyze aspects of culture and art by applying theoretical methods used in the humanities.
3. **Outcome**
   Upon completion of this program, students are able to formally evaluate works of art using the elements and principles of art.
4. **Outcome**
   Upon completion of this program, students are able to discuss important themes expressed in material culture and belief systems as seen throughout global history.

Codes and Dates

Approval Dates

-
-

Implementation Date -
~~2020-08-15~~
2024-11-03

Effective Term ~~Fall 2020~~ Fall 2025

TOP Code - 1599.00 - Other Humanities

CIP Code - 24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other.

Program Requirements

LAS POSITAS COLLEGE

Technical Program Revision: Humanities - Certificate of Achievement (16 to fewer than 30 units)

Program Title
Humanities

Award Type
Certificate of Achievement (16 to fewer than 30 units)

Effective Term
Fall 2025

Program Description
The Humanities Certificate of Achievement is designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

Program Requirements

Course	Title	Units	Term

Required Core: (9 Units)

HUMN 3	Introduction to Humanities	3.0
HUMN 28	World Mythology	3.0
PHIL 1	God, Nature, Human Nature	3.0

List A: Select One (3 Units)

ENG 32	U.S. Women's Literature	3.0
ENG 41	Modern World Literature	3.0
HIST 32	U.S. Women's History	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
PHIL 2	Ethics	3.0
RELS 1	Religions of the World	3.0
WMST 2	Global Perspective of Women	3.0

List B: Select One (3 Units)

ARHS 7	Modern Art History	3.0
HUMN 4	Global Cinemas	3.0
MUS 3	World Music	3.0
PHTO 67	History of Photography	3.0
THEA 4	Modern American Theater	3.0
THEA 10	Introduction to Dramatic Arts	3.0

List C: Select One (3 Units)

ARHS 2	Art of the Ancient Americas	3.0
ARHS 5	Western Art History - Renaissance to Contemporary	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HUMN 11	Culture and the Arts I: Ancient World to the Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0

Total: 18.0

Program Pathway

LAS POSITAS COLLEGE

Technical Program Revision: Humanities - Certificate of Achievement (16 to fewer than 30 units)

The Humanities Certificate of Achievement is designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

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
HUMN 3	Introduction to Humanities	3.0	Major/Required	
PHIL 1	God, Nature, Human Nature	3.0	Major/Required	
List A Course		3.0	Major/Required	

Term 2 - Spring Semester **Units:** 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HUMN 28	World Mythology	3.0	Major/Required	
List B Course		3.0	Major/Required	
List C Course		3.0	Major/Required	

Total: 18.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Innovation, Entrepreneurship, and Small Business Management - Certificate of Completion

Program Modification: Innovation, Entrepreneurship, and Small Business Management - Certificate of Completion (Launched - Implemented 10-06-2024)
compared with
Small Business Management - Certificate of Completion (Active - Implemented 08-15-2020)

Cover

Degree/Certificate Name Innovation, Entrepreneurship, and Small Business Management
Program Goal Workforce Preparation
Program Information
CIP Code 52.0703 - Small Business Administration/Management.
Proposal Information
Effective Term Fall ~~2020~~ 2025
Next Program Review (Month/Year) October ~~2020~~ 2026
Origination Date ~~03~~ 09 / ~~24~~ 25 / ~~2019~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Career Opportunities
Students will be prepared to launch new enterprises, assume responsibility for existing businesses, or work as a manager in others' organizations. Additional employment opportunities include working in fields related to management, marketing, sales, operations, and entrepreneurship. -

In addition to a traditional career, this will prepare students for the gig economy. It is estimated by the Department of Labor and the Small Business Administration that 80% of new jobs are initially created by small businesses.

Program Requirements

Program Requirements

1. **Group Title** List A: Select Three (27 Hours)
    1. **Course** NBUS ~~211 - Design Thinking for the Entrepreneur~~
    2. ~~**Course** - NBUS 214 - Success in the Gig Economy~~
    3. ~~**Course** - NBUS~~ 200 - Communication in the Workplace

4. ~~**Course** - NBUS 201 - Writing Skills for Managers~~
5. **Course** NBUS 202 - Attitude in the Workplace
6. **Course** NBUS 203 - Decision Making and Problem Solving
7. **Course** NBUS ~~204 - Managing Organizational Change~~
8. ~~**Min** - 9.000~~
   ~~**Max** - 9.000~~
   ~~**Discipline** - NBUS - Noncredit Business~~
   ~~**Course** - NBUS~~ 205 - Team Building
   ~~**Course Detail** -~~
   ~~**Other** -~~
   ~~**Header** -~~
   ~~**Footer** -~~
   ~~**Exception Identifier** -~~
   ~~**Exception** -~~
   ~~**Include in PLO Mapping** - No~~
   ~~**Term** -~~
9. ~~**Min** - 9.000~~
   ~~**Max** - 9.000~~
   ~~**Discipline** - NBUS - Noncredit Business~~
   Course NBUS 206 - Time Management
   ~~**Course Detail** -~~
   ~~**Other** -~~
   ~~**Header** -~~
   ~~**Footer** -~~
   ~~**Exception Identifier** -~~
   ~~**Exception** -~~
   ~~**Include in PLO Mapping** - No~~
   ~~**Term** -~~
10. ~~**Min** - 9.000~~
    ~~**Max** - 9.000~~
    ~~**Discipline** - NBUS - Noncredit Business~~
    Course NBUS 207 - Conflict Resolution
    ~~**Course Detail** -~~
    ~~**Other** -~~
    ~~**Header** -~~
    ~~**Footer** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~
    ~~**Include in PLO Mapping** - No~~
    ~~**Term** -~~
11. ~~**Min** - 9.000~~
    ~~**Max** - 9.000~~
    ~~**Discipline** - NBUS - Noncredit Business~~
    ~~**Course** - NBUS 208 - Stress Management in the Workplace~~
    ~~**Course Detail** -~~

~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -

12. ~~Min~~ - ~~9.000~~
~~Max~~ - ~~9.000~~
~~Discipline~~ - ~~NBUS - Noncredit Business~~
~~Course~~ - ~~NBUS 209 - Values and Ethics~~
~~Course Detail~~ -
~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -
13. ~~Min~~ - ~~9.000~~
~~Max~~ - ~~9.000~~
~~Discipline~~ - ~~NBUS - Noncredit Business~~
Course NBUS 210 - Customer Service
~~Course Detail~~ -
~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -

Program Mapper

Program Mapper

1. **Min** ~~18~~ 45 .000
Max ~~18~~ 45 .000
Term - Semester Term 1 - Fall Semester
Program Courses
    1. **Min** ~~0~~ 27 .000
    Max ~~0~~ 27.000
    Non-Course Requirement _
    List A courses
    Course Block Reference _ Innovation, Entrepreneurship, and Small Business Management

Category _ Major/Required
Semester(s) Offered
Summer _ Yes

2. **Min** _ 9.000
   Max _ 9 .000
   Course NBUS 212 - Developing Your Business Plan
   Course Detail _ Units and Hours:

Total Noncredit Hours 9

Requisites:
Category Major/Required
Semester(s) Offered
Summer ~~No~~ Yes

3. **Min** ~~0~~ 9 .000
   Max ~~0~~ 9 .000
   Course NBUS 213 - Legal Aspects of Small Business
   Course Detail
   ~~**Category**~~ Units
   ~~**Semester(s)**~~ **and** ~~**Offered**~~
   ~~**Summer**~~ Hours:

Total ~~**0.000**~~ ~~Max~~ **Noncredit** ~~**0.000**~~ ~~Course - **NBUS 211 - Design Thinking for the Entrepreneur**~~ ~~Course Detail~~ - **Hours**	9

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer ~~No~~
~~**Fall**~~ - ~~No~~
~~**Rotating**~~ - ~~No~~
~~**Min**~~ - ~~0.000~~
~~**Max**~~ - ~~0.000~~
~~**Course**~~ - ~~NBUS 214 - Success in the Gig Economy~~
~~**Course Detail**~~ -
~~**Exception Identifier**~~ -
~~**Exception**~~ -
~~**Footer**~~ -
~~**Category**~~ -

~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
~~Min - 0.000~~
~~Max - 0.000~~
~~Course - NBUS 200 - Communication in the Workplace~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
~~Min - 0.000~~
~~Max - 0.000~~
~~Course - NBUS 201 - Writing Skills for Managers~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
~~Min - 0.000~~
~~Max - 0.000~~
~~Course - NBUS 202 - Attitude in the Workplace~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
~~Min - 0.000~~

~~Max - 0.000~~
~~Course - NBUS 203 - Decision Making and Problem Solving~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
~~Min - 0.000~~
~~Max - 0.000~~
~~Course - NBUS 204 - Managing Organizational Change~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
~~Min - 0.000~~
~~Max - 0.000~~
~~Course - NBUS 205 - Team Building~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
~~Min - 0.000~~
~~Max - 0.000~~
~~Course - NBUS 206 - Time Management~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
~~Min~~ - ~~0.000~~
~~Max~~ - ~~0.000~~
~~Course~~ - ~~NBUS 207 - Conflict Resolution~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
~~Min~~ - ~~0.000~~
~~Max~~ - ~~0.000~~
~~Course~~ - ~~NBUS 208 - Stress Management in the Workplace~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
~~Min~~ - ~~0.000~~
~~Max~~ - ~~0.000~~
~~Course~~ - ~~NBUS 209 - Values and Ethics~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

~~**Min** - 0.000~~
~~**Max** - 0.000~~
~~**Course** - NBUS 210 - Customer Service~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~ Yes
Fall No
Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon completion of this program, students are able to evaluate the feasibility of success when starting a new business venture.
2. **Outcome**
   Upon completion of this program, students are able to recognize the advantages and disadvantages of the various forms of business ownership relative to a business opportunity.
3. **Outcome**
   Upon completion of this program, students are able to research and compose a business plan that can be used for planning as well as financing.
4. **Outcome**
   Upon completion of this program, students are able to demonstrate the ability to comprehend, apply, and evaluate standards of ethical behavior in various business settings.

Codes and Dates

Approval Dates

-
-

Implementation Date -
~~2020-08-15~~
2024-09-30

Effective Term ~~Fall 2020~~ Fall 2025

CIP Code - 52.0703 - Small Business Administration/Management.

Next Program Review (Month/Year) ~~October 2020~~ October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Innovation, Entrepreneurship, and Small Business Management - Certificate of Completion

Program Title

Innovation, Entrepreneurship, and Small Business Management

Award Type

Certificate of Completion

Effective Term

Fall 2025

Program Description

This small business management program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students and managers of all levels in operating, managing, and growing a small business. Learning from real-life small business management cases and projects, you'll develop the business acumen and technical expertise needed to launch a new enterprise, take over an existing business, or be the one employee who can make a difference to the future of the company. The program will also aid students in preparing for college-level courses in Business.

Program Requirements

Course	Title	Hours	Term
Required Core: (18 Hours)			
NBUS 212	Developing Your Business Plan	9.0	
NBUS 213	Legal Aspects of Small Business	9.0	
List A: Select Three (27 Hours)			
NBUS 200	Communication in the Workplace	9.0	
NBUS 202	Attitude in the Workplace	9.0	
NBUS 203	Decision Making and Problem Solving	9.0	
NBUS 205	Team Building	9.0	
NBUS 206	Time Management	9.0	
NBUS 207	Conflict Resolution	9.0	
NBUS 210	Customer Service	9.0	

Total: 45.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Arts and Humanities - Associate of Arts Degree

Program Modification: Liberal Arts & Sciences: Arts and Humanities - Associate of Arts Degree (Launched - Implemented 10-31-2024)
compared with
Liberal Arts & Sciences: Arts and Humanities - Associate of Arts Degree (Active - Implemented 08-22-2024)

Cover

Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2024~~ 2025
Origination Date 10/ ~~11~~ 31 / ~~2023~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Master Planning
This local program fits our Educational Master Plan strategies A1 to "Address the educational needs of a diverse student population and global workforce" -
and A2 to "Support existing and new programs.
Enrollment and Completer Projections
15 per academic year
Place of Program in Curriculum/Similar Programs
This degree will remain a part of our Liberal Arts & Science family of programs.
Similar Programs at Other Colleges in Service Area
Almost all California Community Colleges have some form of these types of degrees.

Program Requirements

Program Requirements

1. **Group Title** Required Core: Complete at least 18 units from below with at least 6 units from Arts and 6 units from Humanities (18-21) units)
    1. **Course** ARTS ~~4A~~ 7A - Introduction to ~~Ceramics~~ Watercolor Painting
    2. **Course** ARTS ~~4B - Intermediate Ceramics~~
    3. ~~**Course** - ARTS 7A - Introduction to Watercolor Painting~~

4. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Discipline** - ARTS - Art~~
   ~~**Course** - ARTS~~ 7B - Watercolor Painting
   ~~**Course Detail** -~~
5. **Course** ARTS 7C - Advanced Watercolor Painting I
6. **Min** _ 0.000
   Max _ 0.000
   Discipline _ FLMS - Film Studies
   Course _ FLMS 7 - Introduction to Screenwriting (Launched)
   Course Detail _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
7. **Course** ARTS 7D - Advanced Watercolor Painting II
8. **Course** ARTS 12A - Oil/Acrylic Painting: Beginning I
9. **Course** ARTS 12B - Oil/Acrylic Painting: Beginning II
10. **Course** ARTS 12C - Oil/Acrylic Painting: Advanced I
11. **Course** ARTS 12D - Oil/Acrylic Painting: Advanced II
12. **Course** ARTS 23 - 2-D Design
13. **Course** ARTS 24 - Three-Dimensional Design and Modeling
14. **Course** _ ARTS 26 - Color Theory
    Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

    Requisites:
15. **Discipline** ~~ARTS~~ FLMS - ~~Art~~ Film Studies
    Course ~~ARTS~~ FLMS ~~26~~ 5 - ~~Color~~ Introduction ~~Theory~~ to Film Editing
    (~~Historical~~ Launched)
    Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:

Recommended Course Preparation: PHTO 58 with a minimum grade of C

16. **Course** GDDM 55 - Web Design I ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

Recommended Course Preparation: GDDM 50 with a minimum grade of C

17. **Course** GDDM 58 - Adobe Photoshop II (Launched)
    Course Detail
18. ~~**Course**~~ Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

Prerequisite: GDDM ~~63~~ 53 ~~=~~ with ~~Website/Multimedia~~ a ~~Production~~ minimum grade of C.

19. **Course** GDDM 64 - Adobe InDesign I
20. ~~**Discipline** - GDDM - Graphic Design & Digital Media~~
    ~~**Course** - GDDM 67 - Adobe InDesign II~~
21. ~~**Discipline** - GDDM - Graphic Design & Digital Media~~
    Course GDDM 70 - Photoshop and Lightroom for Photographers
22. **Discipline** JAMS - Journalism and Media Studies
    Course JAMS 12 - Introduction to Photojournalism
23. **Discipline** MUS - Music
    Course MUS 1 - Introduction to Music
24. **Discipline** MUS - Music
    Course MUS 3 - World Music
25. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    Course MUS 4 - Jazz in American Culture
    ~~**Course Detail** -~~
26. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    Course MUS 5 - American Cultures in Music

27. **Min** 2.000
    Max 2.000
    Course MUS 6 - Basic Music Skills ~~(Historical)~~
28. **Course** **Detail** ~~MUS 8A - Music Theory~~ Units and Musicianship Hours:

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

    Requisites:
29. **Min** 4.000
    Max 4.000
    Course MUS ~~10A~~ 8A - Music Theory and Musicianship ~~3~~ 1
30. **Min** 4.000
    Max 4.000
    Course MUS 8B - Music Theory and Musicianship 2
31. **Course** MUS 10A - Music Theory and Musicianship 3
32. **Course** MUS 10B - Music Theory and Musicianship 4
33. **Min** 1.000
    Max 1.000
    Course MUS 11 - Commercial Music Combo
34. **Min** 3.000
    Max 3.000
    Course MUS 13 - History of Rock & Roll
    ~~**Course Detail**~~
35. **Course** MUS 14 - Jazz Workshop
36. ~~**Course** MUS 15 - Jazz Ensemble (Historical)~~
37. ~~**Course** MUS 16 - Philharmonic Orchestra~~
38. **Min** 1.000
    Max 1.000
    Course MUS ~~20A~~ 15 - ~~Elementary~~ Jazz ~~Guitar~~
39. ~~**Min** 1.000~~
    ~~**Max** 1.000~~ Ensemble
    Course **Detail** ~~MUS~~ Units 20B and Hours:

Lecture Hours	
Lab Hours	54
Inside of ~~Guitar~~ Class Hours	54

    Requisites:
40. **Course** MUS ~~20C~~ 16 - ~~Advanced~~ Philharmonic ~~Guitar~~ Orchestra
41. **Course** MUS 21A - Beginning Piano
42. ~~**Min** 1.000~~
    ~~**Max** 1.000~~

Course MUS 21B - Intermediate Piano

43. **Min** 3.000
    Max 3.000
    Course MUS 22A - Scoring for Film and Multimedia 1
44. **Min** 3.000
    Max 3.000
    Course MUS 22B - Scoring for Film and Multimedia 2
45. **Course** MUS 23A - Elementary Voice
46. ~~**Min** - 1.000~~
    ~~**Max** - 1.000~~
    Course MUS 23B - Intermediate Voice
47. **Min** 2.000
    Max 2.000
    Course MUS 25 - Teaching Beginning Piano
48. **Min** 2.000
    Max 2.000
    Course MUS ~~26 - Methods/Materials/Piano Teachers~~
49. ~~**Min** - 2.000~~
    ~~**Max** - 2.000~~
    ~~**Course** - MUS~~ 27 - Teaching Intermediate Piano
50. **Min** 1.000
    Max 1.000
    Course MUS 28 - Keyboard Skills
51. **Course** MUS 31 - Study of Piano
52. **Min** 3.000
    Max 3.000
    Course MUS 34 - Music in Film
53. **Min** 3.000
    Max 3.000
    Course MUS 35 - Introduction to Music Technology
54. **Min** 3.000
    Max 3.000
    Course MUS 36 - Intermediate Music Technology
55. **Min** 3.000
    Max 3.000
    Course MUS 37 - Music Business
56. ~~**Min** - 1.000~~
    ~~**Max** - 1.000~~
    ~~**Discipline** - MUS - Music~~
    Course MUS 38 - Applied Lessons
    ~~**Course Detail** -~~
57. ~~**Min** - 1.000~~
    ~~**Max** - 1.000~~
    ~~**Discipline** - MUS - Music~~
    Course MUS 41 - Instrumental Chamber Music

58. **Min** 1.000
Max 1.000
~~**Discipline** - MUS - Music~~
Course MUS 44 - Concert Choir
~~**Course Detail** -~~

59. **Min** 2.000
Max 2.000
~~**Discipline** - MUS - Music~~
Course MUS 45 - Chamber Choir
~~**Course Detail** -~~

60. **Min** 2.000
Max 2.000
~~**Discipline** - MUS - Music~~
Course MUS 46 - Vocal Jazz Ensemble
~~**Course Detail** -~~

61. **Min** 1.000
Max 1.000
~~**Discipline** - MUS - Music~~
~~**Course** - MUS 47 - College Productions-Music~~

62. ~~**Min** - 1.000~~
~~**Max** - 1.000~~
~~**Discipline** - MUS - Music~~
Course MUS 48 - Improvisation Lab

63. **Min** 3.000
Max 3.000
Discipline PHTO - Photography
Course PHTO 50 - Introduction to Photography
Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:

64. **Min** 1.500
Max 1.500
Discipline PHTO - Photography
Course PHTO 51A - Individual Projects A

65. **Min** 1.500
Max 1.500
Discipline PHTO - Photography
Course PHTO 56 - Introduction to Digital Photography

Course ~~(Historical)~~ Detail _ Units and Hours:

Lecture Hours	18
Lab Hours	27
Inside of Class Hours	45
Outside of Class Hours	36

Requisites:

66. **Min** 1.500
Max 1.500
Discipline _ PHTO - Photography
Course PHTO 57 - Intermediate Digital Photography ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	18
Lab Hours	27
Inside of Class Hours	45
Outside of Class Hours	36

Requisites:
Recommended Course Preparation: PHTO 56 with a minimum grade of C _

67. Min _ 3.000
Max _ 3.000
Discipline _ PHTO - Photography
Course PHTO 58 - Introduction to Videography ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:

68. Min _ 3.000
Max _ 3.000
Discipline _ PHTO - Photography
Course PHTO 60 - Intermediate Black and White Photography

69. **Min** 3.000
Max 3.000
Discipline PHTO - Photography
Course PHTO 64A - Artificial Light Photography

70. ~~**Discipline** - PHTO - Photography~~

Course PHTO 66 - Digital Imaging

71. **Min** 3.000
Max 3.000
~~**Discipline** - PHTO - Photography~~

Course PHTO 67 - History of Photography

72. **Min** 3.000
Max 3.000
~~**Discipline** - PHTO - Photography~~

Course PHTO 68 - Color Field Photography

73. **Min** 3.000
Max 3.000
~~**Discipline** - PHTO - Photography~~

Course PHTO 69 - Intermediate Videography
Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:
Recommended Course Preparation: PHTO 58 with a minimum grade of C

74. ~~**Discipline** - PHTO - Photography~~

Course PHTO 70 - Photoshop and Lightroom for Photographers
Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Requisites:
Recommended Course Preparation: PHTO 56, PHTO 56.

75. ~~**Discipline** - PHTO - Photography~~

Course PHTO 72 - Introduction to Photojournalism

76. **Min** 1.000
Max 1.000
Discipline THEA - Theater Arts

Course THEA 1 - Conservatory Readiness

77. **Discipline** THEA - Theater Arts

Course THEA 1A - Theory/Practice of Acting I

78. **Discipline** THEA - Theater Arts

Course THEA 1B - Theory/Practice of Acting II

79. **Discipline** _ THEA - Theater Arts
Course THEA 3A - Beginning Improvisation
80. **Discipline** _ THEA - Theater Arts
Course THEA 3B - Intermediate Improvisation
81. **Discipline** _ THEA - Theater Arts
Course THEA 3C - Improvisation in Performance
82. **Discipline** _ THEA - Theater Arts
Course THEA 4 - Modern American Theater
83. **Min** _ 3.000
Max _ 3.000
Course THEA 5 - Theater for Young Audiences
84. **Course** THEA 10 - Introduction to Dramatic Arts
85. **Course** THEA 11 - Stage to Screen
86. ~~**Course** - THEA 14 - Bay Area Theater (Historical)~~
87. **Course** THEA 25 - Fundamentals of Stage Speech
88. **Course** THEA 31A - Drama Workshop - Beginning
89. **Course** THEA 31B - Drama Workshop - Intermediate
90. **Course** THEA 31C - Drama Workshop - Technical Theater
91. **Course** THEA 31D - Drama Workshop - Directing
92. **Course** THEA 39A - Musical Theater Workshop - Beginning
93. **Course** THEA 39B - Musical Theater Workshop - Intermediate
94. **Course** THEA 39C - Musical Theater Workshop - Advanced
95. **Course** THEA 47A - Performance in Production: Introduction to Live Performance
96. **Course** THEA 47B - Performance in Production: Beginning
97. **Course** THEA 47C - Performance in Production: Intermediate
98. **Course** THEA 47D - Performance in Production: Advanced
99. **Course** THEA 48A - Technical Theater in Production - Beginning
100. **Course** THEA 48B - Technical Theater in Production - Intermediate
101. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Course THEA 48C - Technical Theater in Production - Advanced
102. **Course** THEA 48D - Technical Theater in Production - Capstone
103. **Course** THEA 50 - Stagecraft
104. **Course** THEA 50L - Introduction to Stage Lighting
105. **Course** THEA 51 - Introduction to Costume Design
106. **Course** THEA 52 - Introduction to Design
107. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Course THEA 53 - Script Analysis
108. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Course THEA 54 - Shakespeare Through Performance
109. **Min** 1.000
Max 1.000
~~**Discipline** - THEA - Theater Arts~~

Course THEA 55 - Movement for the Actor

110. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - THEA - Theater Arts~~
Course THEA 56 - Acting for the Camera

111. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - THEA - Theater Arts~~
Course THEA 57A - Performance in Production - Introduction to Musical Theater

112. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - THEA - Theater Arts~~
Course THEA 57B - Performance in Production -Beginning Musical Theater

113. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - THEA - Theater Arts~~
Course THEA 57C - Performance in Production -Intermediate Musical Theater

114. ~~**Discipline** - THEA - Theater Arts~~
Course THEA 57D - Performance in Production -Advanced Musical Theater

115. **Min** 2.000
Max 2.000
~~**Discipline** - THEA - Theater Arts~~
Course THEA 58 - Stage Combat

116. **Min** 1.000
Max 1.000
~~**Discipline** - THEA - Theater Arts~~
Course THEA 60 - Business of Acting

117. **Min** 3.000
Max 3.000
Discipline WLDT - Welding Technology
Course WLDT 71 - Welding for the Arts

118. **Min**
Max
Non Course Requirment

119. **Min**
Max
Non Course Requirment Humanities

120. **Min** 5.000
Max 5.000
Discipline FREN - French
Course FREN 1A - Beginning French

121. **Min** 5.000
Max 5.000
Discipline FREN - French
Course FREN 1B - Elementary French

122. **Discipline** _ HIST - History
Course HIST 1 - Western Civilization to 1600
123. **Min** _ 3.000
Max _ 3.000
Discipline HIST - History
Course HIST 2 - Western Civilization since 1600
~~**Course Detail**~~ -
124. **Min** _ 3.000
Max _ 3.000
Discipline _ HIST - History
Course HIST 3 - World History to 1500
125. **Discipline** HIST - History
Course HIST 4 - World History since 1500
~~**Course Detail**~~ -
126. **Min** _ 3.000
Max _ 3.000
Discipline HIST - History
Course HIST 7 - US History Through Reconstruction
~~**Course Detail**~~ -
127. **Min** _ 3.000
Max _ 3.000
Discipline HIST - History
Course HIST 8 - US History Post-Reconstruction
~~**Course Detail**~~ -
128. **Min** _ 3.000
Max _ 3.000
Discipline HIST - History
Course HIST 14 - History and American Cultures of California
~~**Course Detail**~~ -
129. **Min** _ 3.000
Max _ 3.000
Discipline HIST - History
Course HIST 25 - American Indian History
130. ~~**Discipline**~~ - ~~HIST - History~~
Course HIST 28 - History of American West
131. **Discipline** ~~HIST~~ KIN - ~~History~~ Kinesiology
Course _ KIN 3 - Sports in Films & Documentaries (Approved)
Course Detail _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
132. **Course** HIST 32 - U.S. Women's History

133. **Discipline** HUMN - Humanities
Course HUMN 2 - Introduction to Film Studies
Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

134. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Discipline HUMN - Humanities
Course HUMN 3 - Introduction to Humanities
Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

135. ~~**Min** - 4.000~~
~~**Max** - 4.000~~
Discipline HUMN - Humanities
Course HUMN 4 - Global Cinemas
Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:

136. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Discipline HUMN - Humanities
Course HUMN 6 - Nature and Culture
Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

137. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Discipline HUMN - Humanities
Course HUMN 10 - American Arts and Ideas
138. **Discipline** HUMN - Humanities
Course HUMN 11 - Culture and the Arts I: Ancient World to the Renaissance
139. **Discipline** HUMN - Humanities
Course HUMN 12 - Culture and the Arts II: The Modern World
140. ~~**Discipline** - HUMN - Humanities~~
Course HUMN 28 - World Mythology
141. **Min** 1.000
Max 1.000
Discipline LIBR - Library Studies
Course LIBR 1 - Working with Sources
142. **Min** 0.500
Max 0.500
Discipline LIBR - Library Studies
Course LIBR 4 - College Research Techniques
143. **Min** 0.500
Max 0.500
Discipline LIBR - Library Studies
Course LIBR 6 - Research in Special Subjects
144. **Min** 0.500
Max 0.500
Discipline LIBR - Library Studies
Course LIBR 7 - The Open Web and Search Engines
145. **Discipline** PHIL - Philosophy
Course PHIL 1 - God, Nature, Human Nature
146. **Discipline** PHIL - Philosophy
Course PHIL 2 - Ethics
147. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Discipline PHIL - Philosophy
Course PHIL 3 - Aesthetics
148. **Min** 3.000
Max 3.000
Discipline PHIL - Philosophy
Course PHIL 4 - Intro to Philosophy: Knowledge
149. **Min** 3.000
Max 3.000
Discipline PHIL - Philosophy
Course PHIL 5 - Feminist Philosophy
150. **Min** 3.000

Max 3.000
Discipline PHIL - Philosophy
Course PHIL 6 - Introduction to Logic

151. **Min** 4.000
Max 4.000
Discipline PHIL - Philosophy
Course PHIL 8 - Logic and Argumentation

152. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Discipline RELS - Religious Studies
Course RELS 1 - Religions of the World

153. **Discipline** RELS - Religious Studies
Course RELS ~~2 - Bible: History and Literature~~

154. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - RELS - Religious Studies~~
~~**Course** - RELS~~ 3 - Introduction to Women's Spirituality
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
~~**Term** -~~

155. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - RELS - Religious Studies~~
~~**Course** - RELS 11 - Introduction to Islam~~
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
~~**Term** -~~

156. **Min** 5.000
Max 5.000
Discipline SPAN - Spanish
Course SPAN 1A - Beginning Spanish
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~

~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -

157. **Min** 5.000
Max 5.000
Discipline SPAN - Spanish
Course SPAN 1B - Elementary Spanish
~~Course Detail~~ -
~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -

158. **Min** 4.000
Max 4.000
Discipline SPAN - Spanish
Course SPAN 2A - Intermediate Spanish I
~~Course Detail~~ -
~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -

159. **Min** 4.000
Max 4.000
Discipline SPAN - Spanish
Course SPAN 2B - Intermediate Spanish II
~~Course Detail~~ -
~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -

160. **Min** 5.000
Max 5.000
Discipline SPAN - Spanish
Course SPAN 21 - Spanish for Spanish Speakers I
~~Course Detail~~ -

~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -

161. **Min** 5.000
Max 5.000
Discipline SPAN - Spanish
Course SPAN 22 - Spanish for Spanish Speakers II

162. **Discipline** _ SPAN - Spanish
Course ~~Detail~~ SPAN 23 - Introduction to Hispanic Literature

2. **Min** _ 42.000
Max _ 39.000
Group Title _ Additional General Education and Elective Units
Other
Header _
Footer _ 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.
Exception Identifier _
Exception _
Term _

1. **Min** _ 39.000
Max _ 42.000
Other _
Non Course Requirment
Header
Footer
Exception Identifier
Exception
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -

2. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Discipline~~ - ~~SPAN - Spanish~~
~~Course~~ - ~~SPAN 23 - Introduction to Hispanic Literature~~
~~Course Detail~~ -

~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
Term

Program Mapper

Program Mapper

1. **Min** ~~18~~ 13 .000
   Max ~~21~~ 13 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses
   1. **Min** 3.000
      Max 3.000
      Non-Course Requirement
      ~~Arts~~ AD Elective
      Category Elective
   2. **Non-** Course **Requirement** ~~ARHS~~
      Arts ~~1 - Introduction to Art History~~ Course
      Category Major/Required
   3. **Non-** Course **Requirement** ~~ARHS~~
      English ~~2~~ Composition ~~-~~ (Area ~~Art of the Ancient Americas~~ 1A)
      Category General Education
   4. **Non-** Course **Requirement** ~~ARHS~~
      Health ~~3~~ (Area ~~- Arts of Africa, Oceania, and Indigenous North Americas~~ 8)
      Category General Education
   5. **Min** 1.000
      Max 1.000
      Non-Course Requirement
      Kinesiology (Area 7)
      Category General Education
2. **Min** 15.000
   Max 15.000
   Term - Semester Term 2 - Spring Semester
   Program Courses
   1. **Min** 3.000
      Max 3.000
      Non-Course Requirement
      Humanities Course
      Category Major/Required
   2. **Min** 3.000

Max 3.000

Non- **Course** **Requirement** ~~ARHS~~ Oral ~~4~~ Communication ~~-~~ and ~~Western~~ Critical ~~Art~~ Thinking ~~History~~ (Area ~~-~~ ~~Ancient to Medieval~~ 1B)

~~**Category** -~~

~~**Min** - 3.000~~

~~**Max** - 3.000~~

~~**Course** - ARHS 5 - Western Art History - Renaissance to Contemporary~~

Course ~~**Detail**~~ **Block Reference**

Exception Identifier

Exception

Footer

Category General Education

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

Min 3.000

Max 3.000

Non- **Course** **Requirement** ~~ARHS~~ Social ~~7~~ and ~~-~~ Behavioral ~~Modern~~ Sciences ~~Art~~ (Area ~~History~~ 4)

Course ~~**Detail**~~ **Block Reference**

Exception Identifier

Exception

Footer

Category General Education

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

Min 3.000

Max 3.000

Non- **Course** **Requirement** ~~ARHS~~ American ~~8~~ Institutions ~~-~~ (Area ~~Asian Art History~~ 9)

Course ~~**Detail**~~ **Block Reference**

Exception Identifier

Exception

Footer

Category General Education

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No
Min 3.000
Max 3.000
Non- **Course** **Requirement** ~~ARTS~~
MATH ~~2A~~ 47 ~~-~~ (Area ~~Introduction to Drawing~~ 2)
Course ~~**Detail**~~ **Block Reference**
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 16.000
Max 16.000
Term - Semester Term 3 - Fall Semester
Header
Footer
Program Courses

1. **Min** 3.000
   Max 3.000
   Non-Course Requirement
   Arts Course
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~ARTS~~
   Humanities ~~2B - Drawing and Composition~~ Course
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered

Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~ARTS~~
   Natural ~~3A~~ Sciences ~~=~~ (Area ~~Figure and Composition I~~ 5)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
4. **Min** 7.000
   Max 7.000
   Non-Course Requirement
   AD Elective
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category Elective
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

Min 16.000
Max 16.000
Term - Semester Term 4 - Spring Semester
Header
Footer
Program Courses

1. **Min** 3.000
   Max 3.000
   Non-Course Requirement
   Arts and Humanities (Area 3)
   Course Block Reference
   Exception Identifier
   Exception

Footer

Category General Education

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

2. **Min** 3.000

   Max 3.000

   Non- **Course** **Requirement** ~~ARTS~~

   Arts ~~3B~~ or = Humanities ~~Figure and Composition II~~ Course

   Course ~~**Detail**~~ **Block Reference**

   Exception Identifier

   Exception

   Footer

   Category Major/Required

   Semester(s) Offered

   Spring No

   Summer No

   Fall No

   Rotating No

3. **Min** 3.000

   Max 3.000

   Non- **Course** **Requirement** ~~ARTS~~

   Ethnic ~~3C~~ Studies = (Area ~~Figure and Composition III~~ 6)

   Course ~~**Detail**~~ **Block Reference**

   Exception Identifier

   Exception

   Footer

   Category General Education

   Semester(s) Offered

   Spring No

   Summer No

   Fall No

   Rotating No

4. **Min** ~~3~~ 7 .000

   Max ~~3~~ 7 .000

   ~~**Course** - ARTS 3D - Figure and Composition IV~~

   ~~**Course Detail** -~~

   ~~**Exception Identifier** -~~

   ~~**Exception** -~~

   ~~**Footer** -~~

   ~~**Category** -~~

   ~~**Semester(s) Offered**~~

   ~~**Spring** - No~~

~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

5. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - ARTS 4A - Introduction to Ceramics~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
6. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - ARTS 4B - Intermediate Ceramics~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
7. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - ARTS 7A - Introduction to Watercolor Painting~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
8. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - ARTS 7B - Watercolor Painting~~

~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

9. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ARTS 7C - Advanced Watercolor Painting I~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
10. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ARTS 7D - Advanced Watercolor Painting II~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
11. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ARTS 12A - Oil/Acrylic Painting: Beginning I~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~

~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

12. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ARTS 12B - Oil/Acrylic Painting: Beginning II~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
13. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ARTS 12C - Oil/Acrylic Painting: Advanced I~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
14. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ARTS 12D - Oil/Acrylic Painting: Advanced II~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
15. ~~Min - 3.000~~
~~Max - 3.000~~

~~**Course** - ARTS 23 - 2-D Design~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

16. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - ARTS 24 - Three-Dimensional Design and Modeling~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
17. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - ARTS 26 - Color Theory (Historical)~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
18. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - GDDM 2 - Wordpress and Content Management Systems~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

19. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GDDM 3 - History of Graphic Design~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
20. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GDDM 4 - User Interface and User Experience Design~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
21. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GDDM 40 - Design Shop: The Business of Design~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
22. ~~Min~~ - ~~3.000~~

~~Max - 3.000~~
~~Course - GDDM 45A - Digital Painting I~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

23. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - GDDM 45B - Digital Painting II~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
24. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - GDDM 50 - Introduction to Adobe Digital Tools~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
25. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - GDDM 51 - Color Theory~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

26. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GDDM 52 - Introduction to Typography~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
27. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GDDM 53 - Adobe Photoshop I~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
28. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GDDM 54 - Adobe Illustrator I~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

29. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - GDDM 55 - Web Design I (Historical)~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
30. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - GDDM 56 - Introduction to Graphic Design~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
31. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - GDDM 57 - Branding and Identity Design~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
32. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - GDDM 58 - Photoshop II~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

33. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GDDM 59 - Adobe Illustrator II~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
34. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GDDM 60 - Creative Portfolio Development & Self Promotion~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
35. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GDDM 62 - Web Design II~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~

~~Rotating - No~~

36. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - GDDM 63 - Website/Multimedia Production~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
37. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - GDDM 64 - Adobe InDesign I~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
38. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - GDDM 67 - Adobe InDesign II~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
39. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - GDDM 70 - Photoshop and Lightroom for Photographers~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

40. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~JAMS 12 - Introduction to Photojournalism~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
41. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~MUS 1 - Introduction to Music~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
42. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~MUS 3 - World Music~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~

~~Fall - No~~
~~Rotating - No~~

43. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - MUS 4 - Jazz in American Culture~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

44. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - MUS 5 - American Cultures in Music~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

45. ~~Min - 2.000~~
~~Max - 2.000~~
~~Course - MUS 6 - Basic Music Skills (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

46. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - MUS 8A - Music Theory and Musicianship 1~~
~~Course Detail -~~

~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

47. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~MUS 8B - Music Theory and Musicianship 2~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
48. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~MUS 10A - Music Theory and Musicianship 3~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
49. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~MUS 10B - Music Theory and Musicianship 4~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~

~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

50. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 11 - Commercial Music Combo~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

51. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - MUS 13 - History of Rock & Roll~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

52. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 14 - Jazz Workshop~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

53. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 15 - Jazz Ensemble (Historical)~~

~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

54. ~~Min~~ - ~~1.000~~
~~Max~~ - ~~1.000~~
~~Course~~ - ~~MUS 16 - Philharmonic Orchestra~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
55. ~~Min~~ - ~~1.000~~
~~Max~~ - ~~1.000~~
~~Course~~ - ~~MUS 20A - Elementary Guitar~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
56. ~~Min~~ - ~~1.000~~
~~Max~~ - ~~1.000~~
~~Course~~ - ~~MUS 20B - Study of Guitar~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~

~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

57. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 20C - Advanced Guitar~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
58. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 21A - Beginning Piano~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
59. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 21B - Intermediate Piano~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
60. ~~Min - 3.000~~
~~Max - 3.000~~

~~Course - MUS 22A - Scoring for Film and Multimedia 1~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

61. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - MUS 22B - Scoring for Film and Multimedia 2~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
62. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 23A - Elementary Voice~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
63. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 23B - Intermediate Voice~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

64. ~~Min~~ - ~~2.000~~
~~Max~~ - ~~2.000~~
~~Course~~ - ~~MUS 25 - Teaching Beginning Piano~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
65. ~~Min~~ - ~~2.000~~
~~Max~~ - ~~2.000~~
~~Course~~ - ~~MUS 26 - Methods/Materials/Piano Teachers~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
66. ~~Min~~ - ~~2.000~~
~~Max~~ - ~~2.000~~
~~Course~~ - ~~MUS 27 - Teaching Intermediate Piano~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
67. ~~Min~~ - ~~1.000~~

~~Max - 1.000~~
~~Course - MUS 28 - Keyboard Skills~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

68. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 31 - Study of Piano~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

69. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - MUS 34 - Music in Film~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

70. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - MUS 35 - Introduction to Music Technology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

71. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~MUS 36 - Intermediate Music Technology~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

72. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~MUS 37 - Music Business~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

73. ~~Min~~ - ~~1.000~~
~~Max~~ - ~~1.000~~
~~Course~~ - ~~MUS 38 - Applied Lessons~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

74. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 41 - Instrumental Chamber Music~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
75. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - MUS 44 - Concert Choir~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
76. ~~Min - 2.000~~
~~Max - 2.000~~
~~Course - MUS 45 - Chamber Choir~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
77. ~~Min - 2.000~~
~~Max - 2.000~~
~~Course - MUS 46 - Vocal Jazz Ensemble~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

78. ~~Min~~ - ~~1.000~~
~~Max~~ - ~~1.000~~
~~Course~~ - ~~MUS 47 - College Productions-Music~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
79. ~~Min~~ - ~~1.000~~
~~Max~~ - ~~1.000~~
~~Course~~ - ~~MUS 48 - Improvisation Lab~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
80. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHTO 50 - Introduction to Photography (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~

~~Rotating - No~~

81. ~~Min - 1.500~~
~~Max - 1.500~~
~~Course - PHTO 51A - Individual Projects A~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
82. ~~Min - 1.500~~
~~Max - 1.500~~
~~Course - PHTO 56 - Introduction to Digital Photography (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
83. ~~Min - 1.500~~
~~Max - 1.500~~
~~Course - PHTO 57 - Intermediate Digital Photography (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
84. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PHTO 58 - Introduction to Videography (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

85. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHTO 60 - Intermediate Black and White Photography~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
86. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHTO 64A - Artificial Light Photography~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
87. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHTO 66 - Digital Imaging~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~

~~**Fall** - No~~
~~**Rotating** - No~~

88. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - PHTO 67 - History of Photography~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
89. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - PHTO 68 - Color Field Photography~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
90. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - PHTO 69 - Intermediate Videography (Historical)~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
91. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - PHTO 70 - Photoshop and Lightroom for Photographers (Historical)~~
~~**Course Detail** -~~

~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

92. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHTO 72 - Introduction to Photojournalism~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
93. ~~Min~~ - ~~1.000~~
~~Max~~ - ~~1.000~~
~~Course~~ - ~~THEA 1 - Conservatory Readiness~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
94. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 1A - Theory/Practice of Acting I~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~

~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

95. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 1B - Theory/Practice of Acting II~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

96. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 3A - Beginning Improvisation~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

97. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 3B - Intermediate Improvisation~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

98. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 3C - Improvisation in Performance~~

~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

99. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 4 - Modern American Theater~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

100. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 5 - Theater for Young Audiences~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

101. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 10 - Introduction to Dramatic Arts~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~

~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

102. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 11 - Stage to Screen~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

103. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 14 - Bay Area Theater (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

104. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 25 - Fundamentals of Stage Speech~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

105. ~~Min - 3.000~~
~~Max - 3.000~~

~~Course - THEA 31A - Drama Workshop - Beginning~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

106. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 31B - Drama Workshop - Intermediate~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

107. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 31C - Drama Workshop - Technical Theater~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

108. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 31D - Drama Workshop - Directing~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

109. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 39A - Musical Theater Workshop - Beginning~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

110. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 39B - Musical Theater Workshop - Intermediate~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

111. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 39C - Musical Theater Workshop - Advanced~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

112. ~~Min~~ - ~~3.000~~

~~**Max** - 3.000~~
~~**Course** - THEA 47A - Performance in Production: Introduction to Live Performance~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

113. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - THEA 47B - Performance in Production: Beginning~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

114. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - THEA 47C - Performance in Production: Intermediate~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

115. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - THEA 47D - Performance in Production: Advanced~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

116. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 48A - Technical Theater in Production - Beginning~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

117. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 48B - Technical Theater in Production - Intermediate~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

118. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 48C - Technical Theater in Production - Advanced~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

119. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 48D - Technical Theater in Production - Capstone~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

120. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 50 - Stagecraft~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

121. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 50L - Introduction to Stage Lighting~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

122. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 51 - Introduction to Costume Design~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

123. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 52 - Introduction to Design~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

124. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 53 - Script Analysis~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

125. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 54 - Shakespeare Through Performance~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~

~~Rotating - No~~

126. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - THEA 55 - Movement for the Actor~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

127. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 56 - Acting for the Camera~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

128. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 57A - Performance in Production - Introduction to Musical Theater~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

129. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - THEA 57B - Performance in Production -Beginning Musical Theater~~
~~Course Detail -~~
~~Exception Identifier -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

130. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 57C - Performance in Production -Intermediate Musical Theater~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

131. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~THEA 57D - Performance in Production -Advanced Musical Theater~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

132. ~~Min~~ - ~~2.000~~
~~Max~~ - ~~2.000~~
~~Course~~ - ~~THEA 58 - Stage Combat~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~

~~Fall - No~~
~~Rotating - No~~

133. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - THEA 60 - Business of Acting~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

134. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - WLDT 71 - Welding for the Arts~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

135. ~~Min -~~
~~Max -~~
Non-Course Requirement
AD Elective
Course Block Reference
Exception Identifier
Exception
Footer
Category Elective
Semester(s) Offered
Spring No
Summer ~~No~~
~~Fall - No~~
~~Rotating - No~~

136. ~~Min -~~
~~Max -~~
~~Non-Course Requirement -~~

~~Humanities~~
~~**Course Block Reference** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

137. ~~**Min** - 5.000~~
~~**Max** - 5.000~~
~~**Course** - FREN 1A - Beginning French~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

138. ~~**Min** - 5.000~~
~~**Max** - 5.000~~
~~**Course** - FREN 1B - Elementary French~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

139. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - HIST 1 - Western Civilization to 1600~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

140. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 2 - Western Civilization since 1600~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

141. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 3 - World History to 1500~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

142. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 4 - World History since 1500~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

143. ~~Min~~ - ~~3.000~~

~~Max - 3.000~~
~~Course - HIST 7 - US History Through Reconstruction~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

144. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HIST 8 - US History Post-Reconstruction~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

145. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HIST 14 - History and American Cultures of California~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

146. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HIST 25 - American Indian History~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

147. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 28 - History of American West~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

148. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 32 - U.S. Women's History~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

149. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HUMN 2 - Introduction to Film Studies (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

150. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HUMN 3 - Introduction to Humanities (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

151. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - HUMN 4 - Global Cinemas (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

152. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HUMN 6 - Nature and Culture (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

153. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HUMN 10 - American Arts and Ideas~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

154. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HUMN 11 - Culture and the Arts I: Ancient World to the Renaissance~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

155. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HUMN 12 - Culture and the Arts II: The Modern World~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

156. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HUMN 28 - World Mythology~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~

~~Rotating - No~~

157. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - LIBR 1 - Working with Sources~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

158. ~~Min - 0.500~~
~~Max - 0.500~~
~~Course - LIBR 4 - College Research Techniques~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

159. ~~Min - 0.500~~
~~Max - 0.500~~
~~Course - LIBR 6 - Research in Special Subjects~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

160. ~~Min - 0.500~~
~~Max - 0.500~~
~~Course - LIBR 7 - The Open Web and Search Engines~~
~~Course Detail -~~
~~Exception Identifier -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

161. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHIL 1 - God, Nature, Human Nature~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

162. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHIL 2 - Ethics~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

163. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHIL 3 - Aesthetics~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~

~~Fall - No~~
~~Rotating - No~~

164. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PHIL 4 - Intro to Philosophy: Knowledge~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

165. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PHIL 5 - Feminist Philosophy~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

166. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PHIL 6 - Introduction to Logic~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

167. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - PHIL 8 - Logic and Argumentation~~
~~Course Detail -~~

~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

168. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~RELS 1 - Religions of the World~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

169. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~RELS 2 - Bible: History and Literature~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

170. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~RELS 3 - Introduction to Women's Spirituality~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~

~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

171. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - RELS 11 - Introduction to Islam~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

172. ~~Min - 5.000~~
~~Max - 5.000~~
~~Course - SPAN 1A - Beginning Spanish~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

173. ~~Min - 5.000~~
~~Max - 5.000~~
~~Course - SPAN 1B - Elementary Spanish~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

174. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - SPAN 2A - Intermediate Spanish I~~

~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

175. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~SPAN 2B - Intermediate Spanish II~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

176. ~~Min~~ - ~~5.000~~
~~Max~~ - ~~5.000~~
~~Course~~ - ~~SPAN 21 - Spanish for Spanish Speakers I~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

177. ~~Min~~ - ~~5.000~~
~~Max~~ - ~~5.000~~
~~Course~~ - ~~SPAN 22 - Spanish for Spanish Speakers II~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~

Spring - No
Summer - No
Fall - No
Rotating - No

178. Min - 3.000
Max - 3.000
Course - SPAN 23 - Introduction to Hispanic Literature
Course Detail -
Exception Identifier -
Exception -
Footer -
Category -
Semester(s) Offered
Spring - No
Summer - No Yes
Fall No
Rotating No

Min
- 0.000

Program Learning Outcomes

Max Outcomes - 0.000

1. Term - Semester Outcome
   Upon completion of this program, students are able to apply art theory to specific works of art.
   Program Courses

   1. Min - 18.000

   Max
   - 21.000
   Non-Course Requirement Outcome
   Category Upon completion of this program, students are able to critically analyze important texts and ideas within the global intellectual tradition.

Codes and Dates

Approval Dates

Implementation Date -
2024-08-22
2024-10-31

Effective Term Fall 2024 Fall 2025

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Arts and Humanities - Associate of Arts Degree

Program Title
Liberal Arts & Sciences: Arts and Humanities

Award Type
Associate of Arts Degree

Effective Term
Fall 2025

Program Description
The Liberal Arts & Sciences: Arts and Humanities AA courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation. Students will also learn to value aesthetic understanding and incorporate these concepts when constructing value judgments.

Program Requirements

Course	Title	Units	Term

Required Core: Complete at least 18 units from below with at least 6 units from Arts and 6 units from Humanities (18-21) units)

Arts		-
ARHS 1	Introduction to Art History	3.0
ARHS 2	Art of the Ancient Americas	3.0
ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	3.0
ARHS 4	Western Art History - Ancient to Medieval	3.0
ARHS 5	Western Art History - Renaissance to Contemporary	3.0
ARHS 7	Modern Art History	3.0
ARHS 8	Asian Art History	3.0
ARTS 2A	Introduction to Drawing	3.0
ARTS 2B	Drawing and Composition	3.0
ARTS 3A	Figure and Composition I	3.0
ARTS 3B	Figure and Composition II	3.0
ARTS 3C	Figure and Composition III	3.0
ARTS 3D	Figure and Composition IV	3.0
ARTS 7A	Introduction to Watercolor Painting	3.0
ARTS 7B	Watercolor Painting	3.0
ARTS 7C	Advanced Watercolor Painting I	3.0
FLMS 7	Introduction to Screenwriting	0.0
ARTS 7D	Advanced Watercolor Painting II	3.0
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0
ARTS 12B	Oil/Acrylic Painting: Beginning II	3.0
ARTS 12C	Oil/Acrylic Painting: Advanced I	3.0
ARTS 12D	Oil/Acrylic Painting: Advanced II	3.0
ARTS 23	2-D Design	3.0
ARTS 24	Three-Dimensional Design and Modeling	3.0
ARTS 26	Color Theory	3.0
FLMS 5	Introduction to Film Editing	3.0
GDDM 2	Wordpress and Content Management Systems	3.0
GDDM 3	History of Graphic Design	3.0
GDDM 4	User Interface and User Experience Design	3.0
GDDM 40	Design Shop: The Business of Design	3.0
GDDM 45A	Digital Painting I	3.0
GDDM 45B	Digital Painting II	3.0
GDDM 50	Introduction to Adobe Digital Tools	3.0
GDDM 51	Color Theory	3.0
GDDM 52	Introduction to Typography	3.0
GDDM 53	Adobe Photoshop I	3.0
GDDM 54	Adobe Illustrator I	3.0
GDDM 55	Web Design I	3.0

GDDM 56	Introduction to Graphic Design	3.0
GDDM 57	Branding and Identity Design	3.0
GDDM 58	Adobe Photoshop II	3.0
GDDM 59	Adobe Illustrator II	3.0
GDDM 60	Creative Portfolio Development & Self Promotion	3.0
GDDM 62	Web Design II	3.0
GDDM 64	Adobe InDesign I	3.0
GDDM 70	Photoshop and Lightroom for Photographers	3.0
JAMS 12	Introduction to Photojournalism	3.0
MUS 1	Introduction to Music	3.0
MUS 3	World Music	3.0
MUS 4	Jazz in American Culture	3.0
MUS 5	American Cultures in Music	3.0
MUS 6	Basic Music Skills	2.0
MUS 8A	Music Theory and Musicianship 1	4.0
MUS 8B	Music Theory and Musicianship 2	4.0
MUS 10A	Music Theory and Musicianship 3	4.0
MUS 10B	Music Theory and Musicianship 4	4.0
MUS 11	Commercial Music Combo	1.0
MUS 13	History of Rock & Roll	3.0
MUS 14	Jazz Workshop	1.0
MUS 15	Jazz Ensemble	1.0
MUS 16	Philharmonic Orchestra	1.0
MUS 21A	Beginning Piano	1.0
MUS 21B	Intermediate Piano	1.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 22B	Scoring for Film and Multimedia 2	3.0
MUS 23A	Elementary Voice	1.0
MUS 23B	Intermediate Voice	1.0
MUS 25	Teaching Beginning Piano	2.0
MUS 27	Teaching Intermediate Piano	2.0
MUS 28	Keyboard Skills	1.0
MUS 31	Study of Piano	1.0
MUS 34	Music in Film	3.0
MUS 35	Introduction to Music Technology	3.0
MUS 36	Intermediate Music Technology	3.0
MUS 37	Music Business	3.0
MUS 38	Applied Lessons	1.0
MUS 41	Instrumental Chamber Music	1.0
MUS 44	Concert Choir	1.0
MUS 45	Chamber Choir	2.0
MUS 46	Vocal Jazz Ensemble	2.0

MUS 48	Improvisation Lab	1.0
PHTO 50	Introduction to Photography	3.0
PHTO 51A	Individual Projects A	1.5
PHTO 56	Introduction to Digital Photography	1.5
PHTO 57	Intermediate Digital Photography	1.5
PHTO 58	Introduction to Videography	3.0
PHTO 60	Intermediate Black and White Photography	3.0
PHTO 64A	Artificial Light Photography	3.0
PHTO 66	Digital Imaging	3.0
PHTO 67	History of Photography	3.0
PHTO 68	Color Field Photography	3.0
PHTO 69	Intermediate Videography	3.0
PHTO 70	Photoshop and Lightroom for Photographers	3.0
PHTO 72	Introduction to Photojournalism	3.0
THEA 1	Conservatory Readiness	1.0
THEA 1A	Theory/Practice of Acting I	3.0
THEA 1B	Theory/Practice of Acting II	3.0
THEA 3A	Beginning Improvisation	3.0
THEA 3B	Intermediate Improvisation	3.0
THEA 3C	Improvisation in Performance	3.0
THEA 4	Modern American Theater	3.0
THEA 5	Theater for Young Audiences	3.0
THEA 10	Introduction to Dramatic Arts	3.0
THEA 11	Stage to Screen	3.0
THEA 25	Fundamentals of Stage Speech	3.0
THEA 31A	Drama Workshop - Beginning	3.0
THEA 31B	Drama Workshop - Intermediate	3.0
THEA 31C	Drama Workshop - Technical Theater	3.0
THEA 31D	Drama Workshop - Directing	3.0
THEA 39A	Musical Theater Workshop - Beginning	3.0
THEA 39B	Musical Theater Workshop - Intermediate	3.0
THEA 39C	Musical Theater Workshop - Advanced	3.0
THEA 47A	Performance in Production: Introduction to Live Performance	3.0
THEA 47B	Performance in Production: Beginning	3.0
THEA 47C	Performance in Production: Intermediate	3.0
THEA 47D	Performance in Production: Advanced	3.0
THEA 48A	Technical Theater in Production - Beginning	3.0
THEA 48B	Technical Theater in Production - Intermediate	3.0
THEA 48C	Technical Theater in Production - Advanced	3.0
THEA 48D	Technical Theater in Production - Capstone	3.0
THEA 50	Stagecraft	3.0
THEA 50L	Introduction to Stage Lighting	3.0
THEA 51	Introduction to Costume Design	3.0

THEA 52	Introduction to Design	3.0
THEA 53	Script Analysis	3.0
THEA 54	Shakespeare Through Performance	3.0
THEA 55	Movement for the Actor	1.0
THEA 56	Acting for the Camera	3.0
THEA 57A	Performance in Production - Introduction to Musical Theater	3.0
THEA 57B	Performance in Production -Beginning Musical Theater	3.0
THEA 57C	Performance in Production -Intermediate Musical Theater	3.0
THEA 57D	Performance in Production -Advanced Musical Theater	3.0
THEA 58	Stage Combat	2.0
THEA 60	Business of Acting	1.0
WLDT 71	Welding for the Arts	3.0
		-
Humanities		-
FREN 1A	Beginning French	5.0
FREN 1B	Elementary French	5.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HIST 3	World History to 1500	3.0
HIST 4	World History since 1500	3.0
HIST 7	US History Through Reconstruction	3.0
HIST 8	US History Post-Reconstruction	3.0
HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
HIST 28	History of American West	3.0
KIN 3	Sports in Films & Documentaries	3.0
HIST 32	U.S. Women's History	3.0
HUMN 2	Introduction to Film Studies	3.0
HUMN 3	Introduction to Humanities	3.0
HUMN 4	Global Cinemas	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
HUMN 11	Culture and the Arts I: Ancient World to the Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0
HUMN 28	World Mythology	3.0
LIBR 1	Working with Sources	1.0
LIBR 4	College Research Techniques	0.5
LIBR 6	Research in Special Subjects	0.5

LIBR 7	The Open Web and Search Engines	0.5
PHIL 1	God, Nature, Human Nature	3.0
PHIL 2	Ethics	3.0
PHIL 3	Aesthetics	3.0
PHIL 4	Intro to Philosophy: Knowledge	3.0
PHIL 5	Feminist Philosophy	3.0
PHIL 6	Introduction to Logic	3.0
PHIL 8	Logic and Argumentation	4.0
RELS 1	Religions of the World	3.0
RELS 3	Introduction to Women's Spirituality	3.0
SPAN 1A	Beginning Spanish	5.0
SPAN 1B	Elementary Spanish	5.0
SPAN 2A	Intermediate Spanish I	4.0
SPAN 2B	Intermediate Spanish II	4.0
SPAN 21	Spanish for Spanish Speakers I	5.0
SPAN 22	Spanish for Spanish Speakers II	5.0
SPAN 23	Introduction to Hispanic Literature	3.0

Total Units in Area of Emphasis

18.0-21.0

Additional General Education and Elective Units

39.0-42.0

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

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Arts and Humanities - Associate of Arts Degree

The Liberal Arts & Sciences: Arts and Humanities AA courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation. Students will also learn to value aesthetic understanding and incorporate these concepts when constructing value judgments.

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:** 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	3.0	Elective	
Arts Course	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Health (Area 8)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Humanities Course	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

American Institutions (Area 9)	3.0	General Education
MATH 47 (Area 2)	3.0	General Education

Term 3 - Fall Semester **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts Course	3.0	Major/Required	
Humanities Course	3.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
AD Elective	7.0	Elective	

Term 4 - Spring Semester **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts and Humanities (Area 3)	3.0	General Education	
Arts or Humanities Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	7.0	Elective	Summer

Total: 60.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Business - Associate of Arts Degree

Program Modification: Liberal Arts & Sciences: Business - Associate of Arts Degree (Launched - Implemented 11-05-2024)

compared with

Liberal Arts & Sciences: Business - Associate of Arts Degree (Active - Implemented 08-15-2022)

Cover

Does program also prepare students for transfer? No

Proposal Information

Effective Term Fall ~~2022~~ 2025

Next Program Review (Month/Year) October ~~2023~~ 2026

Origination Date ~~11~~ 10 / ~~05~~ 31 / ~~2021~~ 2024

The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Career Opportunities

~~-~~

Master Planning

This local program fits our Educational Master Plan strategies A1 to "Address the educational needs of a diverse student population and global workforce"
and A2 to "Support existing and new programs.

Enrollment and Completer Projections

~~10~~ 15 per academic year

Place of Program in Curriculum/Similar Programs

This degree will remain a part of our Liberal Arts ~~and~~ & Science ~~program~~ family ~~family~~ of programs .

Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

Program Requirements

Program Requirements

1. **Group Title** Required Core: Select at least 18 units from below with at least 3 units from two disciplines (18-20 units)
    1. **Course** BUSN 1A - Financial Accounting ~~(Historical)~~

Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:

2. **Course** BUSN 1B - Managerial Accounting ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:
Prerequisite: BUSN 1A with a minimum grade of C
3. **Min** ~~4~~ 3 .000
Max ~~4~~ 3 .000
Course BUSN 18 - Business Law (Approved)
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: BUSN 40 with a minimum grade of C, ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C
4. **Course** BUSN 33 - The Fundamentals of Personal and Family Financial ~~Management and~~ Planning ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
5. **Course** BUSN 61 - Quickbooks Accounting ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	18
Lab Hours	54
Inside of Class Hours	72
Outside of Class Hours	36

Requisites:
Recommended Course Preparation: BUSN 51 with a minimum grade of C, BUSN 1A with a minimum grade of C

6. **Course** BUSN 65 - Federal Income Tax Accounting ~~(Historical)~~
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
7. ~~**Course** - ECON 5 - Economic History of the United States~~
8. ~~**Discipline** - ECON - Economics~~
   Course ECON 10 - General Economics
9. **Discipline** - MKTG - Marketing
   Course MKTG 50 - Introduction to Marketing
10. **Course** MKTG 56 - Marketing Strategies
11. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Discipline** - MKTG - Marketing~~
    Course MKTG 61 - Professional Selling
    ~~**Course Detail** -~~
    ~~**Other** -~~
    ~~**Header** -~~
    ~~**Footer** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~
    ~~**Include in PLO Mapping** - No~~
    ~~**Term** -~~

2. **Group Title** Additional General Education and ~~Electives~~ Elective Units
   Footer ~~See~~ 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 ~~Associate of Arts Degree for~~ a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program ~~and~~ , the optional course(s) taken , 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.

Program Mapper

Program Mapper

1. **Min** ~~18~~ 14 .000
   Max ~~20~~ 14 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses
   1. **Min** ~~4~~ 3 .000
      Max ~~4~~ 3 .000
      Non- **Course** **Requirement** ~~BUSN~~
      Business ~~1A - Financial Accounting (Historical)~~ Course
      Category Major/Required
   2. **Min** 3.000
      Max 3.000
      Non-Course Requirement
      AD Elective
      Category Elective
   3. **Min** 3.000
      Max 3.000
      Non-Course Requirement
      English Composition (Area 1A)
      Category General Education
   4. **Min** 4.000
      Max 4.000
      Non- **Course** **Requirement** ~~BUSN~~
      MATH ~~1B - Managerial Accounting~~ 40 (~~Historical~~ Area 2)
      Category General Education
   5. **Min** ~~4~~ 1 .000
      Max ~~4~~ 1 .000
      Non- **Course** **Requirement** ~~BUSN~~
      Kinesiology ~~18~~ (Area ~~- Business Law~~ 7)
      Category General Education
2. **Min** 15.000
   Max 15.000
   Term - Semester Term 2 - Spring Semester
   Program Courses
   1. **Min** 3.000
      Max 3.000
      Non-Course Requirement
      Economics or Marketing Course
      Category Major/Required

2. **Min** 3.000
   Max 3.000
   Non- **Course** Requirement ~~BUSN~~
   Oral ~~20 - International Business~~
   ~~**Category** -~~
   ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Course** - BUSN 30 - Business Ethics~~ Communication and ~~Society~~
   ~~**Category**~~ Critical
   ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Course** - BUSN 33 - Personal Financial Management and Planning~~ Thinking
   (~~Historical~~ Area 1B)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
3. **Min** 3.000
   Max 3.000
   Non- **Course** Requirement ~~BUSN~~
   Social ~~40~~ and ~~=~~ Behavioral ~~Introduction~~ Sciences ~~to~~ (Area ~~Business~~ 4)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
4. **Min** 3.000
   Max 3.000
   Non- **Course** Requirement ~~BUSN~~
   American ~~45~~ Institutions ~~=~~ (Area ~~Entrepreneurship~~ 9)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer

Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

5. **Min** 3.000
Max 3.000
Non- **Course** **Requirement** ~~BUSN~~
Health ~~48~~ (Area ~~- Human Relations in Organizations~~ 8)
Course ~~**Detail**~~ **Block Reference**
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 16.000
Max 16.000
Term - Semester Term 3 - Fall Semester
Footer
Program Courses

1. **Min** 6.000
Max 6.000
Non-Course Requirement
Business or Economics or Marketing Courses
Category Major/Required
2. **Min** 3.000
Max 3.000
Non-Course Requirement
Natural Sciences (Area 5)
Course Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
3. **Min** 3.000

Max 3.000
Non- Course **Requirement** ~~BUSN~~
Humanities ~~51~~ (Area ~~- Accounting for Small Businesses~~ 3)
Course ~~Detail~~ **Block Reference**
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No

4. **Min** _ 4.000
   Max _ 4.000
   Non-Course Requirement _
   AD Elective
   Course Block Reference _
   Exception Identifier _
   Exception _
   Footer _
   Category _ Elective
   Semester(s) Offered
   Spring _ No
   Summer _ No
   Fall _ No
   Rotating _ No

4. **Min** _ 15.000
   Max _ 15.000
   Term - Semester _ Term 4 - Spring Semester
   Header _
   Footer _
   Program Courses

   1. **Min** _ 6.000
      Max _ 6.000
      Non-Course Requirement _
      Business or Economics or Marketing Courses
      Course Block Reference _
      Exception Identifier _
      Exception _
      Footer _
      Category _ Major/Required
      Semester(s) Offered
      Spring No
      Summer No

Fall No
Rotating No

2. **Min** 3.000
Max 3.000
Non- **Course** Requirement ~~BUSN~~
Ethnic ~~52~~ Studies = (Area ~~Business Communications~~ 6)
Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
3. **Min** ~~3~~ 6 .000
Max ~~3~~ 6 .000
Non- **Course** Requirement ~~BUSN~~
AD ~~56 - Introduction to Management~~ Elective
Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer
Category
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
4. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - BUSN 58 - Small Business Management~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
5. ~~**Min** - 2.000~~
~~**Max** - 2.000~~

~~Course - BUSN 61 - Quickbooks Accounting (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

6. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - BUSN 65 - Federal Income Tax Accounting (Historical)~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
7. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - BUSN 86 - Management Strategies & Dilemmas~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
8. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - BUSN 87 - Organizational Management and Leadership~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

9. ~~Min~~ - ~~3.000~~
   ~~Max~~ - ~~3.000~~
   ~~Course~~ - ~~BUSN 88 - Human Resources Management~~
   ~~Course Detail~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   ~~Category~~ -
   ~~Semester(s) Offered~~
   ~~Spring~~ - ~~No~~
   ~~Summer~~ - ~~No~~
   ~~Fall~~ - ~~No~~
   ~~Rotating~~ - ~~No~~
10. ~~Min~~ - ~~3.000~~
    ~~Max~~ - ~~3.000~~
    ~~Course~~ - ~~ECON 1 - Principles of Microeconomics~~
    ~~Course Detail~~ -
    ~~Exception Identifier~~ -
    ~~Exception~~ -
    ~~Footer~~ -
    ~~Category~~ -
    ~~Semester(s) Offered~~
    ~~Spring~~ - ~~No~~
    ~~Summer~~ - ~~No~~
    ~~Fall~~ - ~~No~~
    ~~Rotating~~ - ~~No~~
11. ~~Min~~ - ~~3.000~~
    ~~Max~~ - ~~3.000~~
    ~~Course~~ - ~~ECON 2 - Principles of Macroeconomics~~
    ~~Course Detail~~ -
    ~~Exception Identifier~~ -
    ~~Exception~~ -
    ~~Footer~~ -
    ~~Category~~ -
    ~~Semester(s) Offered~~
    ~~Spring~~ - ~~No~~
    ~~Summer~~ - ~~No~~
    ~~Fall~~ - ~~No~~
    ~~Rotating~~ - ~~No~~
12. ~~Min~~ - ~~3.000~~

~~Max - 3.000~~
~~Course - ECON 5 - Economic History of the United States~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

13. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ECON 10 - General Economics~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
14. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - MKTG 50 - Introduction to Marketing~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
15. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - MKTG 56 - Marketing Strategies~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

16. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~MKTG 61 - Professional Selling~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ - Elective
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

5. ~~Min~~ - ~~0.000~~
~~Max~~ - ~~0.000~~
~~Term - Semester~~ -
~~Program Courses~~

1. ~~Min~~ - ~~18.000~~
~~Max~~ - ~~20.000~~
~~Non-Course Requirement~~ -
~~Category~~ -

~~Min~~
- ~~42.000~~

Program Learning Outcomes

~~Max~~ Outcomes - ~~40.000~~

1. ~~Term - Semester~~ -
~~Footer~~ Outcome
~~See~~ Upon completion of this program, students are able to compare, contrast, and apply ethical standards and use best practices regarding the ~~Las~~ social ~~Positas College General Education Pattern for Associate~~ responsibility of ~~Arts Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or~~ a ~~counselor to plan the courses necessary to achieve your academic goal~~ business .

~~Program Courses~~

1. ~~Min~~ - ~~40.000~~

~~Max~~

- ~~42.000~~

~~Non-Course Requirement~~ Outcome

Upon completion of this program, students are able to describe the significance of marketing functions including Price, Product, Place and Promotion in a product life cycle.

~~Category~~ Outcome

Upon completion of this program, students are able to identify and describe types of business organizations and operations, as well as the effects of legal environments, when making a selection.

Codes and Dates

Approval Dates

-
-

Implementation Date -

~~2022-08-15~~

2024-11-05

Effective Term ~~Fall 2022~~ Fall 2025

Next Program Review (Month/Year) ~~October 2023~~ October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Business - Associate of Arts Degree

Program Title
Liberal Arts & Sciences: Business

Award Type
Associate of Arts Degree

Effective Term
Fall 2025

Program Description
The Liberal Arts and Sciences: Business AA courses emphasize the integration of theory and practice within the field of business. Students will develop the ability to effectively manage and lead organizations. Students will demonstrate an understanding of the place of business within the global economy. Students will critically apply ethical standards to business practices and decisions.

Program Requirements

Course	Title	Units	Term

Required Core: Select at least 18 units from below with at least 3 units from two disciplines (18-20 units)

BUSN 1A	Financial Accounting	4.0
BUSN 1B	Managerial Accounting	4.0
BUSN 18	Business Law	3.0
BUSN 20	International Business	3.0
BUSN 30	Business Ethics and Society	3.0
BUSN 33	The Fundamentals of Personal and Family Financial Planning	3.0
BUSN 40	Introduction to Business	3.0
BUSN 45	Entrepreneurship	3.0
BUSN 48	Human Relations in Organizations	3.0
BUSN 51	Accounting for Small Businesses	3.0
BUSN 52	Business Communications	3.0
BUSN 56	Introduction to Management	3.0
BUSN 58	Small Business Management	3.0
BUSN 61	Quickbooks Accounting	2.0
BUSN 65	Federal Income Tax Accounting	3.0
BUSN 86	Management Strategies & Dilemmas	3.0
BUSN 87	Organizational Management and Leadership	3.0
BUSN 88	Human Resources Management	3.0
ECON 1	Principles of Microeconomics	3.0
ECON 2	Principles of Macroeconomics	3.0
ECON 10	General Economics	3.0
MKTG 50	Introduction to Marketing	3.0
MKTG 56	Marketing Strategies	3.0
MKTG 61	Professional Selling	3.0

Total Units in the Area of Emphasis

18.0-20.0

Additional General Education and Elective Units

40.0-42.0

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

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Business - Associate of Arts Degree

The Liberal Arts and Sciences: Business AA courses emphasize the integration of theory and practice within the field of business. Students will develop the ability to effectively manage and lead organizations. Students will demonstrate an understanding of the place of business within the global economy. Students will critically apply ethical standards to business practices and decisions.

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:** 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Business Course	3.0	Major/Required	
AD Elective	3.0	Elective	
English Composition (Area 1A)	3.0	General Education	
MATH 40 (Area 2)	4.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Economics or Marketing Course	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
American Institutions (Area 9)	3.0	General Education	

Health (Area 8)	3.0	General Education

Term 3 - Fall Semester **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Business or Economics or Marketing Courses	6.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Humanities (Area 3)	3.0	General Education	
AD Elective	4.0	Elective	

Term 4 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Business or Economics or Marketing Courses	6.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	6.0	Elective	

Total: 60.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Computer Studies - Associate of Arts Degree

Program Modification: Liberal Arts & Sciences: Computer Studies - Associate of Arts Degree (Launched - Implemented 11-05-2024)
compared with
Liberal Arts & Sciences: Computer Studies - Associate of Arts Degree (Active - Implemented 08-22-2024)

Cover

Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2024~~ 2025
Origination Date ~~10/~~ 11/ ~~2023~~ 03/2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Enrollment and Completer Projections
15 per academic year.
Place of Program in Curriculum/Similar Programs
This program will remain part of the Liberal Arts & Sciences family of programs.

Program Requirements

Program Requirements

1. **Group Title** Required Core: Select at least 18 units from below with at least 3 units from each discipline (18-20)
    1. **Min** ~~2~~ 3 .000
       Max ~~2~~ 3 .000
       ~~**Course** - CIS 8 - Essential Computing Skills~~
    2. **Course** CIS 10 - Business Data Analytics
    3. **Course** CIS 11 - Data Visualization Tools
       ~~**Course Detail** -~~
    4. ~~**Min** - 3.000~~
       ~~**Max** - 3.000~~
       Course CIS 43 - Professional Communications

Course ~~(Historical)~~ Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
ENG 1A **Recommended Course Preparation:** ENG 1A, or ENG 1AEX ENG 1AEX.

5. **Min** 2.000
   Max 2.000
   Course CIS 44 - IT Fundamentals+
6. **Min** 3.000
   Max 3.000
   Course CIS 50 - Introduction to Computing Information Technology
7. Min 4.000
   Max 4.000
   Course CIS 54 - MS Excel Essentials
8. ~~**Min** 4.000~~
   ~~**Max** 4.000~~
   Course CIS 55 - Integrating Office Applications
9. **Min** 2.000
   Max 2.000
   Course CIS 55B - Advanced MS Office Skills
10. Min 3.000
    Max 3.000
    Course CIS 57 - Database Concepts
11. **Course** CIS 59 - Web Dev: HTML/CSS/Javascript
12. **Course** CIS 59C - Web Programming - JavaScript
13. **Course** CIS 60 - Systems Analysis and Design
14. **Course** CIS 62 - Project Management
    ~~**Course Detail**~~
15. ~~**Min** 2.000~~
    ~~**Max** 2.000~~
    ~~**Course** CIS 65 - Introduction to Desktop Operating Systems~~
16. ~~**Min** 3.000~~
    ~~**Max** 3.000~~
    Course CIS 66 - Networking Fundamentals
    Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

Requisites:

Recommended Course Preparation: CIS 50 with a minimum grade of C

17. **Min** 1.500
    Max 1.500
    Course CIS 88A - Introduction to Microsoft Word
18. **Min** 1.500
    Max 1.500
    Course CIS 88B - Adv Microsoft Word
    Course Detail
19. **Min** 1.000
    Max 1.000
    Course CIS 89A - Desktop Presentation
20. **Min** ~~1~~ 3 .000
    Max ~~1~~ 3 .000
    Course CIS ~~89B~~ 92 - ~~Desktop~~ Web: ~~Publishing~~ PHP ~~(Historical)~~ Programming, MySQL
    Course Detail Units and Hours:

Lecture Hours	~~9~~ 45
Lab Hours	27
Inside of Class Hours	~~36~~ 72
Outside of Class Hours	~~18~~ 90

    Requisites:
21. ~~**Discipline**~~ **Recommended** **Course Preparation:** CIS ~~=~~ 59 ~~Computer Information Systems~~
    ~~**Course** - CIS 9001 - Database Design Methodology (Historical)~~
    ~~**Course Detail** -~~
22. **Min** 3.000
    Max 3.000
    ~~**Discipline** - CIS - Computer Information Systems~~
    Course CIS 9002 - Introduction to Database Management
    ~~**Course Detail** -~~
23. **Min** 3.000
    Max 3.000
    ~~**Discipline** - CIS - Computer Information Systems~~
    Course CIS ~~9003~~ 9005 - ~~ORACLE~~ Oracle : ~~Database~~ APEX ~~Programming~~ Application ~~with PL/SQL (Historical)~~ Development
    Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

    Requisites:
    Recommended Course Preparation: CIS 9002 with a minimum grade of C

24. **Discipline** CNT - Computer Networking Technology
Course CNT 43 - Professional Communications
Course ~~(Historical)~~ **Detail** Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
ENG 1A **Recommended Course Preparation:** ENG 1A, or ENG 1AEX ENG 1AEX.

25. **Min** 4.000
Max 4.000
Discipline CNT - Computer Networking Technology
Course CNT 51 - CompTIA's A+ Certification Computer Technician
Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: CIS 50 with a minimum grade of C

26. **Discipline** CNT - Computer Networking Technology
Course CNT 52 - Networking Fundamentals ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: CIS 50 with a minimum grade of C

27. **Course** CNT 55 - MCSA I Windows Server Installation, Storage, and Compute
~~Course Detail~~

28. **Min** 3.000
Max 3.000
Course CNT 56 - MCSA II Networking with Windows Server
Course Detail

29. **Course** CNT 57 - MCSA III Identity with Windows Server
Course Detail

30. **Course** CNT 68 - Digital Forensics Fundamentals ~~(Historical)~~

Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CIS 66 with a minimum grade of C, or CNT 52 with a minimum grade of C

31. **Course** CNT 69 - Network Security; CompTIA Security + Certification
Course ~~(Historical)~~ Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CNT 51 with a minimum grade of C, CNT 52 with a minimum grade of C

32. **Course** CNT 7285 - Cloud Infrastructure: CompTIA Cloud+ Certification
33. **Course** CNT 7401 - Red Hat Linux Administration I
Course ~~(Historical)~~ Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CIS 50 with a minimum grade of C

34. **Course** CNT 7402 - Red Hat Linux Administration II
~~**Course Detail** -~~
35. **Course** CNT 7501 - Ethical Hacking
36. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - CNT - Computer Networking Technology~~
~~**Course** - CNT 7701 - IT Virtualization, Data Centers, VMware Certification (Historical)~~
37. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - CNT - Computer Networking Technology~~

Course CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN)

38. ~~**Discipline** - CNT - Computer Networking Technology~~

Course CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)

Course ~~(Historical)~~ Detail _ Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:

Recommended Course Preparation: CNT 8001 with a minimum grade of C _

39. ~~**Discipline** - CNT - Computer Networking Technology~~

Course CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)

40. **Min** 4.000

Max 4.000

Discipline _ CS - Computer Science

Course CS 1 - Computing Fundamentals I

41. **Min** 4.000

Max 4.000

Discipline _ CS - Computer Science

Course CS 2 - Computing Fundamentals II

42. ~~**Min**~~ Discipline ~~3.000~~ CS - Computer Science

~~**Max** - 3.000~~

Course CS 3 - Red Hat Linux Administration II

~~**Min**~~ Discipline ~~3.000~~ CS - Computer Science

~~**Max** - 3.000~~

Course CS 4 - Introduction to Artificial Intelligence

~~**Course Detail** -~~

Min 3.000

Max 3.000

Course CS 5 - Introduction to Machine Learning

Min _ 3.000

Max _ 3.000

Course CS 7 - Introduction to Computer Programming Concepts

~~**Course Detail** -~~

Min 4.000

Max 4.000

Course CS 20 - Advanced Programming with Data Structures/C++

Min _ 4.000

Max _ 4.000

Course CS 21 - Computer Organization and Assembly Language Programming

Course ~~(Draft)~~ Detail Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:
Prerequisite: CS 1 with a minimum grade of C
Min 4.000
Max 4.000
Course CS 31 - Java Programming
~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - CS - Computer Science~~
Course CS 41 - Red Hat Linux Administration I ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:
Recommended Course Preparation: CIS 50 with a minimum grade of C
~~**Other**~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
~~**Term** -~~
Min 3.000
Max 3.000
~~**Discipline** - CS - Computer Science~~
Course CS 43 - Professional Communications
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~

~~**Term** -~~
~~**Min** - 4.000~~
~~**Max** - 4.000~~
~~**Discipline** - CS - Computer Science~~
Course CS 45 - Database Programming
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
~~**Term** -~~
Min 3.000
Max 3.000
~~**Discipline** - CS - Computer Science~~
Course CS 47 - Capstone Project
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
~~**Term** -~~
Group Title Total Units in the Area of Emphasis
Footer 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.

Program Mapper

Program Mapper

1. **Min** ~~18~~ 13 .000
   Max ~~20~~ 13 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses

1. Non- Course Requirement ~~CIS~~
   English ~~7~~ Composition = (Area ~~Introduction to Programming Concepts and Methodologies~~ 1A)
   Category
2. ~~Min~~ General ~~2.000~~
   ~~Max~~ - ~~2.000~~
   ~~Course~~ - ~~CIS 8 - Essential Computing Skills~~
   ~~Category~~ -
3. ~~Course~~ - ~~CIS 10 - Business Data Analytics~~
   ~~Category~~ -
4. ~~Course~~ - ~~CIS 11 - Data Visualization Tools~~
   ~~Category~~ - Education
5. Min 3.000
   Max 3.000
   Non- Course Requirement ~~CIS~~
   AD ~~43 - Professional Communications (Historical)~~ Elective
   Category Elective
6. Non-Course Requirement
   Computer Studies Course
   Category Major/Required
7. Non-Course Requirement
   Health (Area 8)
   Category General Education
8. Min ~~2~~ 1 .000
   Max ~~2~~ 1 .000
   Non- Course Requirement
   Kinesiology (Area 7)
   Category ~~CIS~~ General ~~44~~ Education

2. Min 15.000
   Max 16.000
   Term - ~~IT~~ Semester ~~Fundamentals+~~ Term 2 - Spring Semester
   Program Courses

   1. Min 3.000
      Max 3.000
      Non-Course Requirement
      Computer Studies Course
      Category Major/Required
   2. Min 3.000
      Max 3.000
      Non-Course Requirement
      Oral Communication and Critical Thinking (Area 1B)
      Course ~~Detail~~ Block Reference
      Exception Identifier
      Exception
      Footer

Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~CIS~~
   Social ~~50~~ and ~~-~~ Behavioral ~~Introduction~~ Sciences ~~to~~ (Area ~~Computing~~ ~~Information Technology~~ 4)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category
   ~~**Semester(s)**~~ **General** ~~**Offered**~~
   ~~**Spring**~~ ~~-~~ ~~No~~
   ~~**Summer**~~ ~~-~~ ~~No~~
   ~~**Fall**~~ ~~-~~ ~~No~~
   ~~**Rotating**~~ ~~-~~ ~~No~~
4. ~~**Min**~~ ~~-~~ ~~4.000~~
   ~~**Max**~~ ~~-~~ ~~4.000~~
   ~~**Course**~~ ~~-~~ ~~CIS 54 - MS Excel Essentials~~
   ~~**Course Detail**~~ ~~-~~
   ~~**Exception Identifier**~~ ~~-~~
   ~~**Exception**~~ ~~-~~
   ~~**Footer**~~ ~~-~~
   ~~**Category**~~ ~~-~~
   ~~**Semester(s) Offered**~~
   ~~**Spring**~~ ~~-~~ ~~No~~
   ~~**Summer**~~ ~~-~~ ~~No~~
   ~~**Fall**~~ ~~-~~ ~~No~~
   ~~**Rotating**~~ ~~-~~ ~~No~~
5. ~~**Min**~~ ~~-~~ ~~4.000~~
   ~~**Max**~~ ~~-~~ ~~4.000~~
   ~~**Course**~~ ~~-~~ ~~CIS 55 - Integrating Office Applications~~
   ~~**Course Detail**~~ ~~-~~
   ~~**Exception Identifier**~~ ~~-~~
   ~~**Exception**~~ ~~-~~
   ~~**Footer**~~ ~~-~~
   ~~**Category**~~ ~~-~~
   ~~**Semester(s) Offered**~~
   ~~**Spring**~~ ~~-~~ ~~No~~
   ~~**Summer**~~ ~~-~~ ~~No~~

~~Fall - No~~
~~Rotating - No~~

6. ~~Min - 2.000~~
   ~~Max - 2.000~~
   ~~Course - CIS 55B - Advanced MS Office Skills~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~ Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
7. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~CIS~~
   American ~~57~~ Institutions = (Area ~~Database Concepts~~ 9)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
8. **Min** 3.000
   Max 4.000
   Non-Course Requirement
   MATH 40 or MATH 47 (Area 2)
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

3. **Min** 16.000
   Max 15.000

Term - Semester _ Term 3 - Fall Semester
Header _
Footer _
Program Courses

1. **Min** _ 6.000
   Max _ 6.000
   Non-Course Requirement _
   Computer Studies Courses
   Course Block Reference _
   Exception Identifier _
   Exception _
   Footer _
   Category _ Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~CIS~~
   Natural ~~59~~ Sciences = (Area ~~Web Dev: HTML/CSS/Javascript~~ 5)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
3. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~CIS~~
   Arts ~~59C~~ and = Humanities ~~Web~~ (Area ~~Programming - JavaScript~~ 3)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring _ No
   Summer _ No
   Fall _ No

Rotating _ No

4. **Min** _ 4.000
   Max _ 3.000
   Non-Course Requirement _
   AD Elective
   Course Block Reference _
   Exception Identifier _
   Exception _
   Footer _
   Category _ Elective
   Semester(s) Offered
   Spring _ No
   Summer _ No
   Fall _ No
   Rotating _ No

4. **Min** _ 16.000
   Max _ 16.000
   Term - Semester _ Term 4 - Spring Semester
   Header _
   Footer _
   Program Courses

   1. **Min** _ 6.000
      Max _ 6.000
      Non-Course Requirement _
      Computer Studies Courses
      Course Block Reference _
      Exception Identifier _
      Exception _
      Footer _
      Category _ Major/Required
      Semester(s) Offered
      Spring _ No
      Summer _ No
      Fall _ No
      Rotating _ No
   2. **Min** _ 7.000
      Max _ 7.000
      Non-Course Requirement _
      AD Elective
      Course Block Reference _
      Exception Identifier _
      Exception _
      Footer _
      Category _ Elective
      Semester(s) Offered

Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~CIS~~
   Ethnic ~~60~~ Studies = (Area ~~Systems Analysis and Design~~ 6)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category
   ~~**Semester(s)**~~ **General** ~~**Offered**~~
   ~~**Spring** - No~~
   ~~**Summer** - No~~
   ~~**Fall** - No~~
   ~~**Rotating** - No~~
4. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Course** - CIS 62 - Project Management~~
   ~~**Course Detail** -~~
   ~~**Exception Identifier** -~~
   ~~**Exception** -~~
   ~~**Footer** -~~
   ~~**Category** -~~
   ~~**Semester(s) Offered**~~
   ~~**Spring** - No~~
   ~~**Summer** - No~~
   ~~**Fall** - No~~
   ~~**Rotating** - No~~
5. ~~**Min** - 2.000~~
   ~~**Max** - 2.000~~
   ~~**Course** - CIS 65 - Introduction to Desktop Operating Systems~~
   ~~**Course Detail** -~~
   ~~**Exception Identifier** -~~
   ~~**Exception** -~~
   ~~**Footer** -~~
   ~~**Category** -~~
   ~~**Semester(s) Offered**~~
   ~~**Spring** - No~~
   ~~**Summer** - No~~
   ~~**Fall** - No~~
   ~~**Rotating** - No~~
6. ~~**Min** - 3.000~~

~~**Max** - 3.000~~
~~**Course** - CIS 66 - Networking Fundamentals (Historical)~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

7. ~~**Min** - 1.500~~
~~**Max** - 1.500~~
~~**Course** - CIS 88A - Introduction to Microsoft Word~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
8. ~~**Min** - 1.500~~
~~**Max** - 1.500~~
~~**Course** - CIS 88B - Adv Microsoft Word~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
9. ~~**Min** - 1.000~~
~~**Max** - 1.000~~
~~**Course** - CIS 89A - Desktop Presentation~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

10. ~~Min~~ - ~~1.000~~
~~Max~~ - ~~1.000~~
~~Course~~ - ~~CIS 89B - Desktop Publishing (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
11. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CIS 9001 - Database Design Methodology (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
12. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CIS 9002 - Introduction to Database Management~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

13. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Course** - CIS 9003 - ORACLE: Database Programming with PL/SQL (Historical)~~
    ~~**Course Detail** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~
    ~~**Footer** -~~
    ~~**Category** -~~
    ~~**Semester(s) Offered**~~
    ~~**Spring** - No~~
    ~~**Summer** - No~~
    ~~**Fall** - No~~
    ~~**Rotating** - No~~
14. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Course** - CNT 43 - Professional Communications (Historical)~~
    ~~**Course Detail** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~
    ~~**Footer** -~~
    ~~**Category** -~~
    ~~**Semester(s) Offered**~~
    ~~**Spring** - No~~
    ~~**Summer** - No~~
    ~~**Fall** - No~~
    ~~**Rotating** - No~~
15. ~~**Min** - 4.000~~
    ~~**Max** - 4.000~~
    ~~**Course** - CNT 51 - CompTIA's A+ Certification Computer Technician (Historical)~~
    ~~**Course Detail** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~
    ~~**Footer** -~~
    ~~**Category** -~~
    ~~**Semester(s) Offered**~~
    ~~**Spring** - No~~
    ~~**Summer** - No~~
    ~~**Fall** - No~~
    ~~**Rotating** - No~~
16. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Course** - CNT 52 - Networking Fundamentals (Historical)~~
    ~~**Course Detail** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

17. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CNT 55 - MCSA I Windows Server Installation, Storage, and Compute~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
18. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CNT 56 - MCSA II Networking with Windows Server~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
19. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CNT 57 - MCSA III Identity with Windows Server~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~

~~**Rotating** - No~~

20. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Course** - CNT 68 - Digital Forensics Fundamentals (Historical)~~
    ~~**Course Detail** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~
    ~~**Footer** -~~
    ~~**Category** -~~
    ~~**Semester(s) Offered**~~
    ~~**Spring** - No~~
    ~~**Summer** - No~~
    ~~**Fall** - No~~
    ~~**Rotating** - No~~
21. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Course** - CNT 69 - Network Security; CompTIA Security + Certification (Historical)~~
    ~~**Course Detail** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~
    ~~**Footer** -~~
    ~~**Category** -~~
    ~~**Semester(s) Offered**~~
    ~~**Spring** - No~~
    ~~**Summer** - No~~
    ~~**Fall** - No~~
    ~~**Rotating** - No~~
22. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Course** - CNT 7285 - Cloud Infrastructure: CompTIA Cloud+ Certification~~
    ~~**Course Detail** -~~
    ~~**Exception Identifier** -~~
    ~~**Exception** -~~
    ~~**Footer** -~~
    ~~**Category** -~~
    ~~**Semester(s) Offered**~~
    ~~**Spring** - No~~
    ~~**Summer** - No~~
    ~~**Fall** - No~~
    ~~**Rotating** - No~~
23. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Course** - CNT 7401 - Red Hat Linux Administration I (Historical)~~
    ~~**Course Detail** -~~
    ~~**Exception Identifier** -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

24. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CNT 7402 - Red Hat Linux Administration II~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
25. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CNT 7501 - Ethical Hacking~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
26. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CNT 7701 - IT Virtualization, Data Centers, VMware Certification (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~

~~**Fall** - No~~
~~**Rotating** - No~~

27. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN)~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
28. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE) (Historical)~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
29. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
30. ~~**Min** - 4.000~~
~~**Max** - 4.000~~

~~**Course** - CS 1 - Computing Fundamentals I~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

31. ~~**Min** - 4.000~~
~~**Max** - 4.000~~
~~**Course** - CS 2 - Computing Fundamentals II~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
32. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - CS 3 - Red Hat Linux Administration II~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
33. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - CS 4 - Introduction to Artificial Intelligence~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

34. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CS 5 - Introduction to Machine Learning~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
35. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CS 7 - Introduction to Computer Programming Concepts~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
36. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~CS 20 - Advanced Programming with Data Structures/C++~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
37. ~~Min~~ - ~~4.000~~

~~**Max** - 4.000~~
~~**Course** - CS 21 - Computer Organization and Assembly Language Programming (Draft)~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~

38. ~~**Min** - 4.000~~
~~**Max** - 4.000~~
~~**Course** - CS 31 - Java Programming~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
39. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - CS 41 - Red Hat Linux Administration I (Historical)~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Footer** -~~
~~**Category** -~~
~~**Semester(s) Offered**~~
~~**Spring** - No~~
~~**Summer** - No~~
~~**Fall** - No~~
~~**Rotating** - No~~
40. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - CS 43 - Professional Communications~~
~~**Course Detail** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

41. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~CS 45 - Database Programming~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
42. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~CS 47 - Capstone Project~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ - Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

~~Min~~
- ~~0.000~~

Program Learning Outcomes

~~Max~~ Outcomes - ~~0.000~~

1. ~~Term - Semester~~ -
~~Program Courses~~

    1. ~~Min~~ - ~~18.000~~
    ~~Max~~ - ~~20.000~~

~~Non-Course Requirement~~ **Outcome**

~~Category~~ Upon completion of this program, students are able to demonstrate a strong foundation of knowledge in computer hardware, software, networking, and programming.

Codes and Dates

Approval Dates

Implementation Date ~~2024-08-22~~ 2024-11-05

Effective Term ~~Fall 2024~~ Fall 2025

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Computer Studies - Associate of Arts Degree

Program Title
Liberal Arts & Sciences: Computer Studies

Award Type
Associate of Arts Degree

Effective Term
Fall 2025

Program Description
The Liberal Arts & Sciences: Computer Studies AA courses emphasize the integration of theory and practice within the field of computer applications, computer networking, and computer science. Students will develop the ability to effectively use computer applications, manage and maintain networks, and develop software applications. Students will demonstrate an understanding of the place of technology within the global economy. Students will critically evaluate the impact of technology on the workplace, on their lives, and on society as a whole.

Program Requirements

Course	Title	Units	Term

Required Core: Select at least 18 units from below with at least 3 units from each discipline (18-20)

CIS 7	Introduction to Programming Concepts and Methodologies	3.0
CIS 10	Business Data Analytics	3.0
CIS 11	Data Visualization Tools	3.0
CIS 43	Professional Communications	3.0
CIS 44	IT Fundamentals+	2.0
CIS 50	Introduction to Computing Information Technology	3.0
CIS 54	MS Excel Essentials	4.0
CIS 55	Integrating Office Applications	4.0
CIS 55B	Advanced MS Office Skills	2.0
CIS 57	Database Concepts	3.0
CIS 59	Web Dev: HTML/CSS/Javascript	3.0
CIS 59C	Web Programming - JavaScript	3.0
CIS 60	Systems Analysis and Design	3.0
CIS 62	Project Management	3.0
CIS 66	Networking Fundamentals	3.0
CIS 88A	Introduction to Microsoft Word	1.5
CIS 88B	Adv Microsoft Word	1.5
CIS 89A	Desktop Presentation	1.0
CIS 92	Web: PHP Programming, MySQL	3.0
CIS 9002	Introduction to Database Management	3.0
CIS 9005	Oracle: APEX Application Development	3.0
CNT 43	Professional Communications	3.0
CNT 51	CompTIA's A+ Certification Computer Technician	4.0
CNT 52	Networking Fundamentals	3.0
CNT 55	MCSA I Windows Server Installation, Storage, and Compute	3.0
CNT 56	MCSA II Networking with Windows Server	3.0
CNT 57	MCSA III Identity with Windows Server	3.0
CNT 68	Digital Forensics Fundamentals	3.0
CNT 69	Network Security; CompTIA Security + Certification	3.0
CNT 7285	Cloud Infrastructure: CompTIA Cloud+ Certification	3.0
CNT 7401	Red Hat Linux Administration I	3.0
CNT 7402	Red Hat Linux Administration II	3.0
CNT 7501	Ethical Hacking	3.0
CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0
	Cisco CCNA2/3 Switching, Routing, and	

CNT 8002	Wireless Essentials (SRWE)	3.0
CNT 8003	Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)	3.0
CS 1	Computing Fundamentals I	4.0
CS 2	Computing Fundamentals II	4.0
CS 3	Red Hat Linux Administration II	3.0
CS 4	Introduction to Artificial Intelligence	3.0
CS 5	Introduction to Machine Learning	3.0
CS 7	Introduction to Computer Programming Concepts	3.0
CS 20	Advanced Programming with Data Structures/C++	4.0
CS 21	Computer Organization and Assembly Language Programming	4.0
CS 31	Java Programming	4.0
CS 41	Red Hat Linux Administration I	3.0
CS 43	Professional Communications	3.0
CS 45	Database Programming	4.0
CS 47	Capstone Project	3.0

Total Units in the Area of Emphasis

18.0-20.0

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: 18.0-20.0

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Computer Studies - Associate of Arts Degree

The Liberal Arts & Sciences: Computer Studies AA courses emphasize the integration of theory and practice within the field of computer applications, computer networking, and computer science. Students will develop the ability to effectively use computer applications, manage and maintain networks, and develop software applications. Students will demonstrate an understanding of the place of technology within the global economy. Students will critically evaluate the impact of technology on the workplace, on their lives, and on society as a whole.

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:** 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	General Education	
AD Elective	3.0	Elective	
Computer Studies Course	3.0	Major/Required	
Health (Area 8)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring Semester **Units:** 15.0-16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Computer Studies Course	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

American Institutions (Area 9)	3.0	General Education
MATH 40 or MATH 47 (Area 2)	3.0 - 4.0	General Education

Term 3 - Fall Semester **Units:** 16.0-15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Computer Studies Courses	6.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
AD Elective	4.0 - 3.0	Elective	

Term 4 - Spring Semester **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Computer Studies Courses	6.0	Major/Required	
AD Elective	7.0	Elective	
Ethnic Studies (Area 6)	3.0	General Education	

Total: 60.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree

Program Modification: Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree (Launched - Implemented 11-05-2024)
compared with
Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree (Active - Implemented 08-15-2022)

Cover

Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2022~~ 2025
Next Program Review (Month/Year) October ~~2023~~ 2026
Origination Date 11/ ~~16~~ 03 / ~~2021~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Career Opportunities

~~=~~

Enrollment and Completer Projections

~~10~~ 15 per academic year .
Place of Program in Curriculum/Similar Programs
This ~~degree~~ program will remain ~~a~~ part of ~~our~~ the Liberal Arts ~~and~~ & ~~Science program~~ Sciences family of programs .
Similar Programs at Other Colleges in Service Area
Almost all California Community Colleges have some form of these types of degrees. _

Program Requirements

Program Requirements

1. **Group Title** Required Core: Select at least 18 units from below with at least 3 units from 2 disciplines (18-22 units)
    1. **Discipline** ~~CMST~~ COMM - Communication Studies
       Course ~~CMST~~ COMM ~~1~~ C1000 - ~~Fundamentals~~ Introduction ~~of~~ to Public Speaking (Launched)

Course Detail

2. ~~Course~~ Units , CMST and , 5 Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

3. **Course** CMST 10 - Interpersonal Communication
4. **Course** CMST 11 - Intercultural Communication
5. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   Course CMST 46 - Argumentation and Debate
6. **Min** 1.000
   Max 0.000
   ~~**Discipline** - CMST - Communication Studies~~
   Course CMST 48 - Activities in Forensics
7. ~~**Course** - ENG 1A - Critical Reading and Composition (Historical)~~
8. **Min** ~~4~~ 3 .000
   Max ~~4~~ 3 .000
   ~~**Course**~~ **Discipline** ENG ~~1AEX~~ - ~~Critical Reading and Composition Expanded (Historical)~~ English
9. **Course** ENG 4 - Critical Thinking and Writing about Literature
10. **Course** ENG ~~7 - Critical Thinking and Writing Across Disciplines~~
11. ~~**Course** - ENG~~ 11 - Introduction to Creative Writing
12. **Min** , 3.000
    Max , 3.000
    Course ENG 12A - Craft of Writing Fiction
13. **Course** ENG 12B - Craft of Writing Fiction: Intermediate
    ~~**Course Detail** -~~
14. **Course** ENG 12C - Craft of Writing Fiction: Advanced
15. **Course** ENG 13A - The Craft of Writing Poetry: Beginning
16. **Course** ENG 13B - The Craft of Writing Poetry: Intermediate
17. **Course** ENG 19A - Journal of Arts, Literature, and Academic Writing A
    Course ~~(Historical)~~ **Detail** , Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:

18. **Course** ENG 19B - Journal of Arts, Literature, and Academic Writing B
19. **Course** ENG 20 - Studies in Shakespeare

20. **Course** ENG 32 - U.S. Women's Literature
21. **Course** ENG 35 - Modern American Literature
22. ~~**Discipline** - ENG - English~~
    Course ENG 41 - Modern World Literature
    ~~**Course Detail** -~~
23. ~~**Discipline** - ENG - English~~
    Course ENG 42 - Literature of the African Diaspora in America
    ~~**Course Detail** -~~
24. ~~**Discipline** - ENG - English~~
    Course ENG 44 - Literature of the American West
25. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Discipline** - ENG - English~~
    Course ENG 45 - Studies in Fiction
26. **Discipline** _ ENGL - English
    Course ~~ESL~~ ENGL ~~1A~~ C1000 - ~~Critical~~ Academic Reading and ~~Composition for ESL~~ Writing (~~Historical~~ Launched)
    Course Detail _ Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

    Requisites:
    Prerequisite: Placement as determined by the college's multiple measures assessment process _
27. **Discipline** _ ENGL - English
    Course _ ENGL C1001 - Critical Thinking and Writing (Launched)
    Course Detail _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:
    Prerequisite: with a minimum grade of C College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent _
28. **Discipline** _ ESL - English as a Second Language
    Course ESL 23 - Advanced Grammar
29. **Min** 6.000
    Max 6.000
    Discipline ESL - English as a Second Language
    Course ESL 24 - Advanced Reading and Composition I

30. ~~**Min** - 6.000~~
~~**Max** - 6.000~~
~~**Discipline** - ESL - English as a Second Language~~
Course ESL 25 - Advanced Reading and Composition II
31. ~~**Discipline** - ESL - English as a Second Language~~
Course ESL 26 - Advanced Editing
32. **Min** 5.000
Max 5.000
Discipline FREN - French
Course FREN 1A - Beginning French
33. **Min** 5.000
Max 5.000
Discipline FREN - French
Course FREN 1B - Elementary French
34. **Discipline** _ JAMS - Journalism and Media Studies
Course JAMS 2 - Introduction to Media
35. **Min** _ 3.000
Max _ 3.000
Discipline _ JAMS - Journalism and Media Studies
Course JAMS 3 - Introduction to Public Relations
~~**Course Detail** -~~
36. **Min** _ 3.000
Max _ 3.000
Discipline _ JAMS - Journalism and Media Studies
Course JAMS 11 - Introduction to Reporting and Newswriting
37. **Course** JAMS 12 - Introduction to Photojournalism
38. **Course** JAMS 19A - Journal of Arts, Literature, and Academic Writing A
Course ~~**(Historical)**~~ **Detail** _ Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:
39. **Course** JAMS 19B - Journal of Arts, Literature, and Academic Writing B
40. **Course** JAMS 21A - Express College Newspaper A
41. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Course JAMS 21B - Express College Newspaper B
~~**Course Detail** -~~
42. **Course** JAMS 21C - Express College Newspaper C
43. **Course** JAMS 21D - Express College Newspaper D
44. **Min** 1.000

Max 1.000
~~**Discipline** - JAMS - Journalism and Media Studies~~
Course JAMS 22 - Express Editorial Board
Course ~~(Historical)~~ Detail _ Units and Hours:

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Requisites:
Recommended Course Preparation: - Eligib _

45. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - JAMS - Journalism and Media Studies~~
Course JAMS 24A - Naked Magazine: College Magazine A
~~**Course Detail** -~~
46. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - JAMS - Journalism and Media Studies~~
Course JAMS 24B - Naked Magazine: College Magazine B
47. **Min** 3.000
Max 3.000
Discipline PHTO - Photography
Course PHTO 72 - Introduction to Photojournalism
48. **Min** 5.000
Max 5.000
Discipline _ SPAN - Spanish
Course SPAN 1A - Beginning Spanish (Launched)
Course Detail _ Units and Hours:

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Requisites:
Recommended Course Preparation: ENG 1A with a minimum grade of C _

49. Min _ 5.000
Max _ 5.000
Discipline _ SPAN - Spanish
Course SPAN 1B - Elementary Spanish
50. **Min** 4.000
Max 4.000
Discipline _ SPAN - Spanish
Course SPAN 2A - Intermediate Spanish I

51. **Min** 4.000
Max 4.000
Course SPAN 2B - Intermediate Spanish II
52. ~~**Min** - 5.000~~
~~**Max** - 5.000~~
~~**Discipline** - SPAN - Spanish~~
Course SPAN 21 - Spanish for Spanish Speakers I
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
~~**Term** -~~
53. **Min** 5.000
Max 5.000
~~**Discipline** - SPAN - Spanish~~
Course SPAN 22 - Spanish for Spanish Speakers II
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
~~**Term** -~~
54. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Discipline** - SPAN - Spanish~~
~~**Course** - SPAN 23 - Introduction to Hispanic Literature~~
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
~~**Term** -~~

2. ~~**Group Title** - General Education and Electives~~
~~**Footer** -~~

~~Program Mapper~~

~~**Program Mapper**~~

1. ~~**Min** - 18.000~~
   ~~**Max** - 22.000~~
   ~~**Term - Semester** -~~
   ~~**Program Courses**~~
   1. ~~**Course** - ASL 1A - American Sign Language I~~
      ~~**Category** -~~
   2. ~~**Course** - ASL 1B - American Sign Language II~~
      ~~**Category** -~~
   3. ~~**Course** - ASL 2A - American Sign Language III~~
      ~~**Category** -~~
   4. **Min** 3.000
      Max 3.000
      Course ~~ASL~~ SPAN ~~2B~~ 23 - ~~American~~ Introduction ~~Sign~~ to Hispanic Literature

Group Title _ General Education and Electives

Footer _ 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.

Program Mapper

Program Mapper

1. **Min** _ 13.000
   Max _ 13.000
   Term - Semester _ Term 1 - Fall Semester
   Program Courses
   1. **Non-Course Requirement** _
      Language ~~IV~~ Arts & Communication Course
      Category Major/Required

2. Non- Course Requirement ~~CMST~~
   English ~~1~~ Composition = (Area ~~Fundamentals of Public Speaking~~ 1A)
   Category General Education
3. Non-Course Requirement _
   Health (Area 8)
   Category _ General Education
4. Min _ 1.000
   Max _ 1.000
   Non-Course Requirement _
   Kinesiology (Area 7)
   Category _ General Education
5. Non-Course Requirement _
   AD Elective
   Category _ Elective

2. Min _ 15.000
   Max _ 15.000
   Term - Semester _ Term 2 - Spring Semester
   Program Courses

   1. Min _ 3.000
      Max _ 3.000
      Non-Course Requirement _
      Language Arts & Communication Course
      Category _ Major/Required
   2. Min 3.000
      Max 3.000
      Non- Course Requirement ~~CMST 2 -~~
      Oral ~~Interpretation~~ Communication ~~of~~ and ~~Literature~~ Critical Thinking (Area 1B)
      Course ~~Detail~~ Block Reference
      Exception Identifier
      Exception
      Footer
      Category General Education
      Semester(s) Offered
      Spring No
      Summer No
      Fall No
      Rotating No
   3. Min 3.000
      Max 3.000
      Non- Course Requirement ~~CMST~~
      American ~~3~~ Institutions = (Area ~~Group Communication~~ 9)
      Course ~~Detail~~ Block Reference
      Exception Identifier
      Exception
      Footer

Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

4. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~CMST~~
   Social and Behavioral Sciences (Area 4 ~~- Introduction to Communication Studies~~)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
5. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~CMST~~
   MATH ~~5~~ 47 ~~-~~ (Area ~~Readers Theater~~ 2)
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

3. **Min** 16.000
   Max 16.000
   Term - Semester Term 3 - Fall Semester
   Program Courses

   1. **Min** 4.000
      Max 4.000
      Non-Course Requirement
      AD Elective
      Category Elective
   2. **Min** 3.000
      Max 3.000

Non-Course Requirement
Arts and Humanities (Area 3)
Course Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. Min 3.000
   Max 3.000
   Non- Course Requirement ~~CMST~~
   Natural ~~10~~ Sciences = (Area ~~Interpersonal Communication~~ 5)
   Course ~~Detail~~ Block Reference
   Exception Identifier
   Exception
   Footer
   Category
   ~~Semester(s)~~ General ~~Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
4. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - CMST 11 - Intercultural Communication~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
5. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - CMST 46 - Argumentation and Debate~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

6. ~~Min~~ - ~~1.000~~
   ~~Max~~ - ~~0.000~~
   ~~Course~~ - ~~CMST 48 - Activities in Forensics~~
   ~~Course Detail~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   ~~Category~~ -
   ~~Semester(s) Offered~~
   ~~Spring~~ - ~~No~~
   ~~Summer~~ - ~~No~~
   ~~Fall~~ - ~~No~~
   ~~Rotating~~ - ~~No~~
7. ~~Min~~ - ~~3.000~~
   ~~Max~~ - ~~3.000~~
   ~~Course~~ - ~~ENG 1A - Critical Reading and Composition (Historical)~~
   ~~Course Detail~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   ~~Category~~ -
   ~~Semester(s) Offered~~
   ~~Spring~~ - ~~No~~
   ~~Summer~~ - ~~No~~
   ~~Fall~~ - ~~No~~
   ~~Rotating~~ - ~~No~~
8. ~~Min~~ - ~~4.000~~
   ~~Max~~ - ~~4.000~~
   ~~Course~~ - ~~ENG 1AEX - Critical Reading and Composition Expanded (Historical)~~
   ~~Course Detail~~ -
   ~~Exception Identifier~~ -
   ~~Exception~~ -
   ~~Footer~~ -
   ~~Category~~ -
   ~~Semester(s) Offered~~
   ~~Spring~~ - ~~No~~
   ~~Summer~~ - ~~No~~
   ~~Fall~~ - ~~No~~

~~Rotating - No~~

9. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - ENG 4 - Critical Thinking and Writing about Literature~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
10. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - ENG 7 - Critical Thinking and Writing Across Disciplines~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
11. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - ENG 11 - Introduction to Creative Writing~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
12. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - ENG 12A - Craft of Writing Fiction~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

13. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ENG 12B - Craft of Writing Fiction: Intermediate~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
14. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ENG 12C - Craft of Writing Fiction: Advanced~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
15. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ENG 13A - The Craft of Writing Poetry: Beginning~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~

~~Fall - No~~
~~Rotating - No~~

16. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ENG 13B - The Craft of Writing Poetry: Intermediate~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
17. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ENG 19A - Journal of Arts, Literature, and Academic Writing A (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
18. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ENG 19B - Journal of Arts, Literature, and Academic Writing B~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
19. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ENG 20 - Studies in Shakespeare~~
~~Course Detail -~~

~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

20. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ENG 32 - U.S. Women's Literature~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
21. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ENG 35 - Modern American Literature~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
22. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ENG 41 - Modern World Literature~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~

~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

23. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ENG 42 - Literature of the African Diaspora in America~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
24. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ENG 44 - Literature of the American West~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
25. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ENG 45 - Studies in Fiction~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~ Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
26. **Min** 6.000
Max 6.000

Non- Course Requirement ESL Language 1A Arts = & Critical Communication Reading and Composition for ESL (Historical) Courses

Course Detail Block Reference

Exception Identifier

Exception

Footer

Category

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

27. Min - 3.000

Max - 3.000

Course - ESL 23 - Advanced Grammar

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

28. Min - 6.000

Max - 6.000

Course - ESL 24 - Advanced Reading and Composition I

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

29. Min - 6.000

Max - 6.000

Course - ESL 25 - Advanced Reading and Composition II

Course Detail -

Exception Identifier -

Exception -

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

30. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ESL 26 - Advanced Editing~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
31. ~~Min~~ - ~~5.000~~
~~Max~~ - ~~5.000~~
~~Course~~ - ~~FREN 1A - Beginning French~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
32. ~~Min~~ - ~~5.000~~
~~Max~~ - ~~5.000~~
~~Course~~ - ~~FREN 1B - Elementary French~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~

~~Rotating - No~~

33. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - JAMS 2 - Introduction to Media~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
34. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - JAMS 3 - Introduction to Public Relations~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
35. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - JAMS 11 - Introduction to Reporting and Newswriting~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
36. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - JAMS 12 - Introduction to Photojournalism~~
~~Course Detail -~~
~~Exception Identifier -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

37. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~JAMS 19A - Journal of Arts, Literature, and Academic Writing A (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
38. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~JAMS 19B - Journal of Arts, Literature, and Academic Writing B~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
39. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~JAMS 21A - Express College Newspaper A~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~

~~Fall - No~~
~~Rotating - No~~

40. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - JAMS 21B - Express College Newspaper B~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
41. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - JAMS 21C - Express College Newspaper C~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
42. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - JAMS 21D - Express College Newspaper D~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
43. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - JAMS 22 - Express Editorial Board (Historical)~~
~~Course Detail -~~

~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

44. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~JAMS 24A - Naked Magazine: College Magazine A~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
45. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~JAMS 24B - Naked Magazine: College Magazine B~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
46. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHTO 72 - Introduction to Photojournalism~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~

~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

47. ~~Min - 5.000~~
~~Max - 5.000~~
~~Course - SPAN 1A - Beginning Spanish~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
48. ~~Min - 5.000~~
~~Max - 5.000~~
~~Course - SPAN 1B - Elementary Spanish~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
49. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - SPAN 2A - Intermediate Spanish I~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
50. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - SPAN 2B - Intermediate Spanish II~~

~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

51. ~~Min~~ - ~~5.000~~
~~Max~~ - ~~5.000~~
~~Course~~ - ~~SPAN 21 - Spanish for Spanish Speakers I~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

52. ~~Min~~ - ~~5.000~~
~~Max~~ - ~~5.000~~
~~Course~~ - ~~SPAN 22 - Spanish for Spanish Speakers II~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

53. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~SPAN 23 - Introduction to Hispanic Literature~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ - Major/Required
Semester(s) Offered

Spring No
Summer No
Fall No
Rotating No

4. **Min** ~~0~~ 16 .000
Max ~~0~~ 16 .000
Term - Semester Term 4 - Spring Semester
Header
Footer
Program Courses

1. **Min** ~~18~~ 3 .000
Max ~~22~~ 3 .000
Non-Course Requirement
Ethnic Studies (Area 6)
Course Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
2. **Min** ~~42~~ 13 .000
Max ~~38.000~~
~~**Term - Semester**~~
~~**Program Courses**~~

1. ~~**Min** 38.000~~
~~**Max** 42~~ 13 .000
Non-Course Requirement
AD Elective
Course Block Reference
Exception Identifier
Exception
Footer
Category Elective
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon completion of this program, students are able to apply critical thinking principles to the evaluation of human symbolic interaction.
2. **Outcome**
   Upon completion of this program, students are able to choose and apply appropriate communication strategies based on consideration of audience and purpose.
3. **Outcome**
   Upon completion of this program, students are able to recognize and appreciate the value of a multicultural world and of diversity in its many forms.

Codes and Dates

Approval Dates

-
-

Implementation Date
~~2022-08-15~~
2024-11-05

Effective Term ~~Fall 2022~~ Fall 2025

Next Program Review (Month/Year) ~~October 2023~~ October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree

Program Title

Liberal Arts & Sciences: Language Arts and Communication

Award Type

Associate of Arts Degree

Effective Term

Fall 2025

Program Description

The Liberal Arts and Sciences: Language Arts and Communication AA courses emphasize the content of communication, as well as the form and should provide an understanding of the psychological basis and social significance of communication. Students will be able to assess communication as the process of human symbolic interaction. Students will also develop skills in the areas of reasoning and advocacy, organization, reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analytical and critical evaluation, being able to reason inductively and deductively, enabling them to make important decisions regarding their own lives and society at large.

Program Requirements

Course	Title	Units	Term

Required Core: Select at least 18 units from below with at least 3 units from 2 disciplines (18-22 units)

ASL 1A	American Sign Language I	3.0
ASL 1B	American Sign Language II	3.0
ASL 2A	American Sign Language III	3.0
ASL 2B	American Sign Language IV	3.0
COMM C1000	Introduction to Public Speaking	3.0
CMST 2	Oral Interpretation of Literature	3.0
CMST 3	Group Communication	3.0
CMST 4	Introduction to Communication Studies	3.0
CMST 10	Interpersonal Communication	3.0
CMST 11	Intercultural Communication	3.0
CMST 46	Argumentation and Debate	3.0
CMST 48	Activities in Forensics	1.0-0.0
ENG 4	Critical Thinking and Writing about Literature	3.0
ENG 11	Introduction to Creative Writing	3.0
ENG 12A	Craft of Writing Fiction	3.0
ENG 12B	Craft of Writing Fiction: Intermediate	3.0
ENG 12C	Craft of Writing Fiction: Advanced	3.0
ENG 13A	The Craft of Writing Poetry: Beginning	3.0
ENG 13B	The Craft of Writing Poetry: Intermediate	3.0
ENG 19A	Journal of Arts, Literature, and Academic Writing A	3.0
ENG 19B	Journal of Arts, Literature, and Academic Writing B	3.0
ENG 20	Studies in Shakespeare	3.0
ENG 32	U.S. Women's Literature	3.0
ENG 35	Modern American Literature	3.0
ENG 41	Modern World Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
ENG 44	Literature of the American West	3.0
ENG 45	Studies in Fiction	3.0
ENGL C1000	Academic Reading and Writing	3.0
ENGL C1001	Critical Thinking and Writing	3.0
ESL 23	Advanced Grammar	3.0
ESL 24	Advanced Reading and Composition I	6.0
ESL 25	Advanced Reading and Composition II	6.0
ESL 26	Advanced Editing	3.0
FREN 1A	Beginning French	5.0
FREN 1B	Elementary French	5.0
JAMS 2	Introduction to Media	3.0
JAMS 3	Introduction to Public Relations	3.0
JAMS 11	Introduction to Reporting and Newswriting	3.0

JAMS 12	Introduction to Photojournalism	3.0
JAMS 19A	Journal of Arts, Literature, and Academic Writing A	3.0
JAMS 19B	Journal of Arts, Literature, and Academic Writing B	3.0
JAMS 21A	Express College Newspaper A	3.0
JAMS 21B	Express College Newspaper B	3.0
JAMS 21C	Express College Newspaper C	3.0
JAMS 21D	Express College Newspaper D	3.0
JAMS 22	Express Editorial Board	1.0
JAMS 24A	Naked Magazine: College Magazine A	3.0
JAMS 24B	Naked Magazine: College Magazine B	3.0
PHTO 72	Introduction to Photojournalism	3.0
SPAN 1A	Beginning Spanish	5.0
SPAN 1B	Elementary Spanish	5.0
SPAN 2A	Intermediate Spanish I	4.0
SPAN 2B	Intermediate Spanish II	4.0
SPAN 21	Spanish for Spanish Speakers I	5.0
SPAN 22	Spanish for Spanish Speakers II	5.0
SPAN 23	Introduction to Hispanic Literature	3.0

Total Units in the Area of Emphasis

18.0-22.0

General Education and Electives

38.0-42.0

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

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree

The Liberal Arts and Sciences: Language Arts and Communication AA courses emphasize the content of communication, as well as the form and should provide an understanding of the psychological basis and social significance of communication. Students will be able to assess communication as the process of human symbolic interaction. Students will also develop skills in the areas of reasoning and advocacy, organization, reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analytical and critical evaluation, being able to reason inductively and deductively, enabling them to make important decisions regarding their own lives and society at large.

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:** 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Language Arts & Communication Course	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Health (Area 8)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	
AD Elective	3.0	Elective	

Term 2 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Language Arts & Communication Course	3.0	Major/Required	

Oral Communication and Critical Thinking (Area 1B)	3.0	General Education
American Institutions (Area 9)	3.0	General Education
Social and Behavioral Sciences (Area 4)	3.0	General Education
MATH 47 (Area 2)	3.0	General Education

Term 3 - Fall Semester **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	4.0	Elective	
Arts and Humanities (Area 3)	3.0	General Education	
Natural Sciences (Area 5)	3.0	General Education	
Language Arts & Communication Courses	6.0	Major/Required	

Term 4 - Spring Semester **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	13.0	Elective	

Total: 60.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree

Program Modification: Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree (Launched - Implemented 11-05-2024)
compared with
Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree (Active - Implemented 04-06-2023)

Cover

Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2023~~ 2025
Next Program Review (Month/Year) October ~~2025~~ 2026
Origination Date ~~10~~ 11 / ~~18~~ 03 / ~~2022~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Enrollment and Completer Projections
15 per academic year.
Place of Program in Curriculum/Similar Programs
This program will remain part of the Liberal Arts & Sciences family of programs.
Similar Programs at Other Colleges in Service Area
Almost all California Community Colleges have some form of these types of degrees.

Program Requirements

Program Requirements

1. **Group Title** Required Core: Select at least 18 units from below with at least 6 units from Science and 3 units from Mathematics (18-21 units)
    1. **Course** CS 17 - Discrete Mathematical Structures (~~Historical~~ Launched)
    Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18

Inside of Class Hours	90
Outside of Class Hours	144

Requisites:
Prerequisite: MATH 1 with a minimum grade of C, CS 1 with a minimum grade of C

2. **Course** MATH 1 - Calculus I
Course Detail Units and Hours:

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Requisites:
Prerequisite: MATH 30 with a minimum grade of C and MATH 39 with a minimum grade of C, or MATH 21 with a minimum grade of C, or MATH 22 with a minimum grade of C

3. **Min** 4.000
Max 4.000
Course MATH 21 - Precalculus (~~Historical~~ Launched)
Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:
Prerequisite: MATH 39 with a minimum grade of C

4. **Min** 6.000
Max 6.000
Course MATH 22 - Precalculus & Trigonometry (Launched)
Course Detail Units and Hours:

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics.

5. **Min** 3.000
Max 3.000
Course MATH 27 - Number Systems for Educators ~~(Historical)~~

Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..

6. **Course** MATH 30 - College Algebra for STEM
   Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..

7. **Course** MATH 33 - Finite Mathematics
8. **Course** MATH 34 - Business Calculus
9. **Min** 4.000
   Max 4.000
   Course MATH ~~30~~ 39 - ~~College Algebra for STEM (Historical)~~ Trigonometry
   Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:
Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..

10. **Min** 3.000
    Max 3.000
    Discipline MATH - Mathematics
    Course MATH 47 - Mathematics for Liberal Arts
    Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18

Inside of Class Hours	72
Outside of Class Hours	108

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..

11. **Min** 4.000
    Max 4.000
    ~~**Course**~~ **Discipline** ~~MATH 33~~ STAT - ~~Finite Mathematics~~ Statistics
    ~~**Course Detail**~~ -
12. **Course** ~~MATH~~ STAT ~~34~~ C1000 - ~~Business~~ Introduction ~~Calculus~~
    ~~**Course Detail**~~ -
13. ~~**Course**~~ - ~~MATH 39 - Trigonometry (Historical)~~
14. ~~**Course**~~ - ~~MATH 40 -~~ to Statistics ~~and Probability~~ (~~Historical)~~
15. ~~**Min**~~ - ~~3.000~~
    ~~**Max**~~ - ~~3.000~~
    ~~**Course**~~ - ~~MATH 47 - Mathematics for Liberal Arts (Historical~~ Launched)
    Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.

16. **Min**
    Max
    Non Course Requirment
17. **Min**
    Max
    Non Course Requirment Science
18. **Min** 3.000
    Max 3.000
    ~~**Discipline**~~ - ~~ANTR - Anthropology~~
    Course ANTR 1 - Biological Anthropology
19. ~~**Min**~~ ~~1.000~~
    ~~**Max**~~ - ~~1.000~~
    ~~**Discipline**~~ - ~~ANTR - Anthropology~~ (Launched)
    Course Detail ~~ANTR~~ Units 1L and Hours:

Lecture Hours	54
Inside of Class Hours	54

Outside of Class Hours	108

Requisites:
Recommended Course Preparation: Eligibility for ENGL C1000

20. **Min** 1.000
Max 1.000
Course ANTR ~~2L~~ 1L - ~~Archaeology~~ Biological ~~Field~~ Anthropology Laboratory (Launched)
Course Detail Units and Hours:

Lab Hours	54
Inside of Class Hours	54

Requisites:
Recommended Course Preparation: Eligibility for ENGL C1000, **Prerequisite:** ANTR 1 with a minimum grade of C , may be taken concurrently

21. **Discipline** ANTR - Anthropology
Course ANTR 2L - Archaeology Field Laboratory (Launched)
Course Detail Units and Hours:

Lab Hours	54
Inside of Class Hours	54

Requisites:
Prerequisite: ANTR 2 with a minimum grade of C , may be taken concurrently, **Recommended Course Preparation:** Eligibility for ENGL C1000

22. **Discipline** ANTR - Anthropology
Course ANTR 13 - Introduction to Forensic Anthropology (Launched)
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Prerequisite: Eligibility for ENGL C1000

23. **Min** 1.000
Max 1.000
Course ASTR 30L - Introduction to Astronomy Laboratory
24. **Min** 3.000
Max 3.000
~~**Course** - ANTR 13 - Introduction to Forensic Anthropology~~
~~**Course Detail** -~~
25. ~~**Discipline** - ASTR - Astronomy~~

~~**Course** - ASTR 30L - Introduction to Astronomy Laboratory~~
~~**Course Detail** -~~

26. **Discipline** ASTR - Astronomy
Course ASTR 31 - Introduction to Astronomy: The Solar System
~~**Course Detail** -~~
27. **Min** 3.000
Max 3.000
Discipline _ ASTR - Astronomy
Course ASTR 32 - Introduction to Astronomy: Stars and the Universe
28. ~~**Min** - 5.000~~
~~**Max** - 5.000~~
~~**Discipline** - BIO - Biological Sciences~~
Course BIO 1A - General Botany
29. ~~**Min** - 5.000~~
~~**Max** - 5.000~~
~~**Discipline** - BIO - Biological Sciences~~
Course BIO 1B - General Zoology
30. **Course** BIO 1C - Cell and Molecular Biology (Launched)
Course Detail _ Units and Hours:

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Requisites:
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.
31. **Course** BIO 7A - Human Anatomy
Course Detail _ Units and Hours:

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Requisites:
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 (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method., Eligibility for college-level mathematics (MATH 1,

2, 3, 5, 7, 10, 27, 30, 33, 34, 39, 40, 47) as determined by college assessment or other appropriate method.

32. **Min** 5.000
    Max 5.000
    Course BIO 7B - Human Physiology
    ~~**Course Detail**~~ -
33. **Min** 5.000
    Max 5.000
    Course BIO 7C - Microbiology
    ~~**Course Detail**~~ -
34. ~~**Min** 4.000~~
    ~~**Max** 4.000~~
    Course BIO 10 - Introduction to the Science of Biology
35. ~~**Min** 3.000~~
    ~~**Max** 3.000~~
    Course BIO 20 - Contemporary Human Biology
36. **Course** BIO 30 - Introduction to College Biology
37. **Min** 3.000
    Max 3.000
    Course BIO 40 - Humans and the Environment
38. **Min** 4.000
    Max 4.000
    Course BIO 50 - Anatomy and Physiology
39. **Min** 4.000
    Max 4.000
    Discipline BIO - Biological Sciences
    Course BIO 60 - Marine Biology
40. **Min** 3.000
    Max 3.000
    Discipline BIO - Biological Sciences
    Course BIO 70 - Field Biology
41. **Min** 5.000
    Max 5.000
    ~~**Discipline** CHEM - Chemistry~~
    Course CHEM 1A - General College Chemistry I
42. ~~**Min** 5.000~~
    ~~**Max** 5.000~~
    ~~**Discipline** CHEM - Chemistry~~
    Course CHEM 1B - General College Chemistry II
43. **Min** 4.000
    Max 4.000
    Course CHEM 6 - Environmental Chemistry
44. **Min** 5.000
    Max 5.000
    Course CHEM 12A - Organic Chemistry I

45. **Min** 5.000
Max 5.000
Course CHEM 12B - Organic Chemistry II
46. ~~**Min** - 4.000~~
~~**Max** - 4.000~~
Course CHEM 30A - Introductory and Applied Chemistry I
47. **Min** 4.000
Max 4.000
Discipline _ CHEM - Chemistry
Course CHEM 30B - Introductory and Applied Chemistry II
48. **Min** _ 4.000
Max _ 4.000
Discipline _ CHEM - Chemistry
Course CHEM 31 - Introduction to College Chemistry
49. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Discipline EVST - Environmental Studies
Course EVST 5 - Energy and Sustainability
50. ~~**Min** - 1.000~~
~~**Max** - 1.000~~
Discipline EVST - Environmental Studies
Course EVST 5L - Energy and Sustainability Laboratory
51. ~~**Discipline** - GEOG - Geography~~
Course GEOG 1 - Introduction to Physical Geography
52. **Min** _ 1.000
Max _ 1.000
~~**Discipline** - GEOG - Geography~~
Course GEOG 1L - Introduction to Physical Geography Laboratory
53. **Discipline** _ GEOG - Geography
Course GEOG 8 - Introduction to Atmospheric Science
54. **Min** 3.000
Max 3.000
Discipline _ GEOG - Geography
Course GEOG 12 - Geography of California
55. **Min** _ 3.000
Max _ 3.000
~~**Discipline** - GEOL - Geology~~
Course GEOL 1 - Physical Geology
56. **Min** 1.000
Max 1.000
~~**Discipline** - GEOL - Geology~~
Course GEOL 1L - Physical Geology Laboratory
57. **Min** 4.000
Max 4.000
Course GEOL 2 - Historical Geology

58. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Course GEOL 5 - Environmental Geology: Hazards & Disasters
59. **Min** 3.000
Max 3.000
Course GEOL 7 - Environmental Geology: Resources, Use Impact & Pollution
60. **Min** _ 3.000
Max _ 3.000
Course GEOL 12 - Introduction to Oceanography
61. **Min** 1.000
Max 1.000
Discipline _ GEOL - Geology
Course GEOL 12L - Introduction to Oceanography Laboratory
62. **Min** 4.000
Max 4.000
Discipline _ GEOL - Geology
Course GEOL 20 - Earth Science for Educators
63. ~~**Min** - 5.000~~
~~**Max** - 5.000~~
~~**Discipline** - PHYS - Physics~~
Course PHYS 1A - General Physics I
64. **Min** 5.000
Max 5.000
~~**Discipline** - PHYS - Physics~~
Course PHYS 1B - General Physics II
65. **Min** _ 5.000
Max _ 5.000
Course PHYS 1C - General Physics III
66. **Min** 3.000
Max 3.000
Course PHYS 1D - General Physics IV
Course ~~**(Historical)**~~ **Detail** _ Units and Hours:

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Requisites:
Prerequisite: PHYS 1B with a minimum grade of C and PHYS 1C with a minimum grade of C
MATH 5 with a minimum grade of C
67. **Min** 4.000
Max 4.000
Course PHYS 2A - Introduction to Physics I

68. **Min** 4.000
Max 4.000
Course PHYS 2B - Introduction to Physics II
~~**Course Detail** -~~

69. ~~**Min**~~ **Discipline** ~~3.000~~ PHYS - Physics
~~**Max** - 3.000~~
Course PHYS 10 - Descriptive Physics
Min 1.000
Max 1.000
Discipline _ PHYS - Physics
Course PHYS 10L - Descriptive Physics Laboratory
Course Detail _
Other _
Header _
Footer _
Exception Identifier _
Exception _
Include in PLO Mapping _ No
Term _
Min _ 3.000
Max _ 3.000
Discipline PSYC - Psychology
Course PSYC 4 - Brain, Mind, and Behavior
Course Detail _
Other _
Header _
Footer _
Exception Identifier _
Exception _
Include in PLO Mapping _ No
Term _

70. **Group Title** Additional General Education and Elective Units
Footer 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.

Program Mapper

Program Mapper

1. **Min** ~~18~~ 15 .000
   Max ~~21~~ 15 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses

   1. **Min** 3.000
      Max 6.000
      Non-Course Requirement
      Mathematics Course in Program
      Category Major/Required
   2. **Min** ~~4~~ 3 .000
      Max ~~4~~ 3 .000
      Non- **Course** **Requirement** ~~CS~~
      English ~~17 - Discrete Mathematical Structures~~ Composition (~~Historical~~ Area 1A)
      Category General Education
   3. **Min** ~~5~~ 3.000
      Max 3.000
      Non-Course Requirement
      Oral Communication and Critical Thinking (Area 1B)
      Category General Education
   4. **Max** 2.000
      Non-Course Requirement
      AD Elective
      Category Elective
   5. **Min** 1.000
      Max 1.000
      Non-Course Requirement
      Kinesiology (Area 7)
      Category General Education

2. **Min** 15.000
   Max 17.000
   Term - Semester Term 2 - Spring Semester
   Program Courses

   1. **Min** 3.000
      Max 0.000
      Non-Course Requirement
      AD Elective
      Category Elective
   2. **Min** 3 .000
      Max 5.000
      Non- **Course** **Requirement** ~~MATH~~
      Science ~~1~~ course ~~-~~ in ~~Calculus I (Historical)~~ Program
      ~~**Category** -~~
      ~~**Max** - 5.000~~
      ~~**Course** - MATH 2 - Calculus II~~

~~Category~~ -
~~Min~~ - ~~5.000~~
~~Max~~ - ~~5.000~~
~~Course~~ - ~~MATH 3 - Multivariable Calculus~~
~~Category~~ -
~~Min~~ - ~~3.500~~
~~Max~~ - ~~3.500~~
~~Course~~ - ~~MATH 5 - Ordinary Differential Equations~~
Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 3. ~~500~~ 000
Max ~~3~~ 6 . ~~500~~ 000
Non- Course Requirement ~~MATH~~
Math ~~7~~ or ~~-~~ Science ~~Elementary~~ course ~~Linear~~ in ~~Algebra~~ program
Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer
Category
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~MATH 10 - Discrete Mathematical Structures~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ - Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Min 3.000
Max 3.000
Non- Course Requirement ~~MATH~~
Social ~~27~~ and = Behavioral ~~Number Systems for Educators~~ Sciences
(~~Historical~~ Area 4)
Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer
Category
~~Semester(s)~~ General ~~Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
~~Min - 4.000~~
~~Max - 4.000~~
~~Course - MATH 30 - College Algebra for STEM (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
~~Min - 4.000~~
~~Max - 4.000~~
~~Course - MATH 33 - Finite Mathematics~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
~~Min - 4.000~~
~~Max - 4.000~~
~~Course - MATH 34 - Business Calculus~~
~~Course Detail -~~

~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~MATH 39 - Trigonometry (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~MATH 40 - Statistics and Probability (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ - Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 3.000
Max 3.000
Non- **Course** Requirement ~~MATH 47 - Mathematics for Liberal Arts~~
Health (~~Historical~~ Area 8)
Course ~~Detail~~ **Block Reference**
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered

Spring No
Summer No
Fall No
Rotating No

Min 15.000
Max 13.000
Term - Semester Term 3 - Fall Semester
Program Courses

1. **Min** 6.000
   Max 1.000
   Non-Course Requirement
   AD Elective
   Category Elective
2. **Min** 3.000
   Max 6.000
   Non-Course Requirement
   Math or Science Course in Program
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category
   ~~**Semester(s) Offered**~~
   ~~**Spring** - No~~
   ~~**Summer** - No~~
   ~~**Fall** - No~~
   ~~**Rotating** - No~~
3. ~~**Min** -~~
   ~~**Max** -~~
   ~~**Non-Course Requirement** -~~
   ~~Science~~
   ~~**Course Block Reference** -~~
   ~~**Exception Identifier** -~~
   ~~**Exception** -~~
   ~~**Footer** -~~
   ~~**Category** -~~ Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
4. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~ANTR~~
   American ~~1~~ Institutions ~~=~~ (Area ~~Biological Anthropology~~ 9)

Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer
Category
~~Semester(s)~~ General ~~Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

5. ~~Min - 1.000~~
   ~~Max - 1.000~~
   ~~Course - ANTR 1L - Biological Anthropology Lab~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
6. ~~Min - 1.000~~
   ~~Max - 1.000~~
   ~~Course - ANTR 2L - Archaeology Field Laboratory~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~ Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
7. Min 3.000
   Max 3.000
   Non- Course Requirement ~~ANTR~~
   Humanities ~~13~~ (Area ~~- Introduction to Forensic Anthropology~~ 3)
   Course ~~Detail~~ Block Reference
   Exception Identifier
   Exception
   Footer
   Category General Education

Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No
Min _ 15.000
Max _ 15.000
Term - Semester _ Term 4 - Spring Semester
Header _
Footer _
Program Courses

1. **Min** _ 6.000
   Max _ 3.000
   Non-Course Requirement _
   AD Elective
   Course Block Reference _
   Exception Identifier _
   Exception _
   Footer _
   Category _ Elective
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. **Min** ~~1~~ 3 .000
   Max ~~1~~ 6 .000
   Non- **Course** **Requirement** ~~ASTR~~
   Math ~~30L~~ or = Science ~~Introduction~~ Course ~~to~~ in ~~Astronomy~~ ~~Laboratory~~ Program
   Course ~~**Detail**~~ **Block Reference**
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
3. **Min** 3.000
   Max 3.000
   Non- **Course** **Requirement** ~~ASTR~~
   Ethnic ~~31~~ Studies = (Area ~~Introduction to Astronomy: The Solar System~~ 6)
   Course ~~**Detail**~~ **Block Reference**

Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

4. **Min** 3.000
Max 3.000
Non- **Course** **Requirement** ~~ASTR~~
Health ~~32~~ (Area ~~- Introduction to Astronomy: Stars and the Universe~~ 8)
Course ~~**Detail**~~ **Block Reference**
Exception Identifier
Exception
Footer
Category
~~**Semester(s) Offered**~~
~~**Spring**~~ ~~-~~ ~~No~~
~~**Summer**~~ ~~-~~ ~~No~~
~~**Fall**~~ ~~-~~ ~~No~~
~~**Rotating**~~ ~~-~~ ~~No~~
5. ~~**Min**~~ ~~-~~ ~~5.000~~
~~**Max**~~ ~~-~~ ~~5.000~~
~~**Course**~~ ~~-~~ ~~BIO 1A -~~ General ~~Botany~~
~~**Course Detail**~~ ~~-~~
~~**Exception Identifier**~~ ~~-~~
~~**Exception**~~ ~~-~~
~~**Footer**~~ ~~-~~
~~**Category**~~ ~~-~~
~~**Semester(s) Offered**~~
~~**Spring**~~ ~~-~~ ~~No~~
~~**Summer**~~ ~~-~~ ~~No~~
~~**Fall**~~ ~~-~~ ~~No~~
~~**Rotating**~~ ~~-~~ ~~No~~
6. ~~**Min**~~ ~~-~~ ~~5.000~~
~~**Max**~~ ~~-~~ ~~5.000~~
~~**Course**~~ ~~-~~ ~~BIO 1B - General Zoology~~
~~**Course Detail**~~ ~~-~~
~~**Exception Identifier**~~ ~~-~~
~~**Exception**~~ ~~-~~
~~**Footer**~~ ~~-~~
~~**Category**~~ ~~-~~
~~**Semester(s) Offered**~~

~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

7. ~~Min - 5.000~~
   ~~Max - 5.000~~
   ~~Course - BIO 1C - Cell and Molecular Biology~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
8. ~~Min - 5.000~~
   ~~Max - 5.000~~
   ~~Course - BIO 7A - Human Anatomy~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
9. ~~Min - 5.000~~
   ~~Max - 5.000~~
   ~~Course - BIO 7B - Human Physiology~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
10. ~~Min - 5.000~~
    ~~Max - 5.000~~

~~Course - BIO 7C - Microbiology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

11. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - BIO 10 - Introduction to the Science of Biology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
12. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - BIO 20 - Contemporary Human Biology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
13. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - BIO 30 - Introduction to College Biology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

14. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~BIO 40 - Humans and the Environment~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
15. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~BIO 50 - Anatomy and Physiology~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
16. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~BIO 60 - Marine Biology~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
17. ~~Min~~ - ~~3.000~~

~~Max - 3.000~~
~~Course - BIO 70 - Field Biology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

18. ~~Min - 5.000~~
~~Max - 5.000~~
~~Course - CHEM 1A - General College Chemistry I~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
19. ~~Min - 5.000~~
~~Max - 5.000~~
~~Course - CHEM 1B - General College Chemistry II~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
20. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - CHEM 6 - Environmental Chemistry~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

21. ~~Min~~ - ~~5.000~~
~~Max~~ - ~~5.000~~
~~Course~~ - ~~CHEM 12A - Organic Chemistry I~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
22. ~~Min~~ - ~~5.000~~
~~Max~~ - ~~5.000~~
~~Course~~ - ~~CHEM 12B - Organic Chemistry II~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
23. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~CHEM 30A - Introductory and Applied Chemistry I~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

24. ~~Min - 4.000~~
    ~~Max - 4.000~~
    ~~Course - CHEM 30B - Introductory and Applied Chemistry II~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
25. ~~Min - 4.000~~
    ~~Max - 4.000~~
    ~~Course - CHEM 31 - Introduction to College Chemistry~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
26. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - EVST 5 - Energy and Sustainability~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
27. ~~Min - 1.000~~
    ~~Max - 1.000~~
    ~~Course - EVST 5L - Energy and Sustainability Laboratory~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

28. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GEOG 1 - Introduction to Physical Geography~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
29. ~~Min~~ - ~~1.000~~
~~Max~~ - ~~1.000~~
~~Course~~ - ~~GEOG 1L - Introduction to Physical Geography Laboratory~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
30. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GEOG 8 - Introduction to Atmospheric Science~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~

~~Rotating - No~~

31. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - GEOG 12 - Geography of California~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
32. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - GEOL 1 - Physical Geology~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
33. ~~Min - 1.000~~
    ~~Max - 1.000~~
    ~~Course - GEOL 1L - Physical Geology Laboratory~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
34. ~~Min - 4.000~~
    ~~Max - 4.000~~
    ~~Course - GEOL 2 - Historical Geology~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

35. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GEOL 5 - Environmental Geology: Hazards & Disasters~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
36. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GEOL 7 - Environmental Geology: Resources, Use Impact & Pollution~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
37. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GEOL 12 - Introduction to Oceanography~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~

~~Fall - No~~
~~Rotating - No~~

38. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - GEOL 12L - Introduction to Oceanography Laboratory~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
39. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - GEOL 20 - Earth Science for Educators~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
40. ~~Min - 5.000~~
~~Max - 5.000~~
~~Course - PHYS 1A - General Physics I~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
41. ~~Min - 5.000~~
~~Max - 5.000~~
~~Course - PHYS 1B - General Physics II~~
~~Course Detail -~~

~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

42. ~~Min~~ - ~~5.000~~
~~Max~~ - ~~5.000~~
~~Course~~ - ~~PHYS 1C - General Physics III~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
43. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PHYS 1D - General Physics IV (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
44. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~PHYS 2A - Introduction to Physics I~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~

~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

45. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - PHYS 2B - Introduction to Physics II~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
46. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PHYS 10 - Descriptive Physics~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
47. ~~Min - 1.000~~
~~Max - 1.000~~
~~Course - PHYS 10L - Descriptive Physics Laboratory~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
48. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PSYC 4 - Brain, Mind, and Behavior~~

~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ - Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
~~Min~~ - ~~0.000~~
~~Max~~ - ~~0.000~~
~~Term - Semester~~ -
~~Program Courses~~

1. ~~Min~~ - ~~18.000~~
   ~~Max~~ - ~~21.000~~
   ~~Non-Course Requirement~~ -
   ~~Category~~ -

~~Min~~
- ~~42.000~~

Program Learning Outcomes

~~Max~~ Outcomes - ~~39.000~~

1. ~~Term - Semester~~ Outcome
   Upon completion of this program, students are able to apply mathematical and scientific ideas to analyze real-world situations.
   ~~Program Courses~~

   1. ~~Min~~ - ~~39.000~~

   ~~Max~~
   - ~~42.000~~

   ~~Non-Course Requirement~~ Outcome
   Upon completion of this program, students are able to read, write, listen to, and speak about mathematical and scientific ideas with understanding.
   ~~Category~~ Outcome
   Upon completion of this program, students are able to use appropriate technology and/or tools to enhance their scientific thinking and understanding.
   Outcome
   Upon completion of this program, students are able to use scientific reasoning to solve problems or conduct research, and assess the reasonableness of their results.

Attachments

Attached File

~~Updated Narrative~~

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2023-04-06~~ 2024-11-05

Effective Term ~~Fall 2023~~ Fall 2025

Next Program Review (Month/Year) ~~October 2025~~ October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree

Program Title

Liberal Arts & Sciences: Mathematics and Science

Award Type

Associate of Arts Degree

Effective Term

Fall 2025

Program Description

The Liberal Arts & Sciences: Mathematics and Science AA courses emphasize the natural sciences, which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.

Program Requirements

Course	Title	Units	Term

Required Core: Select at least 18 units from below with at least 6 units from Science and 3 units from Mathematics (18-21 units)

Mathematics		-
CS 17	Discrete Mathematical Structures	4.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
MATH 7	Elementary Linear Algebra	3.5
MATH 10	Discrete Mathematical Structures	4.0
MATH 21	Precalculus	4.0
MATH 22	Precalculus & Trigonometry	6.0
MATH 27	Number Systems for Educators	3.0
MATH 30	College Algebra for STEM	4.0
MATH 33	Finite Mathematics	4.0
MATH 34	Business Calculus	4.0
MATH 39	Trigonometry	4.0
MATH 47	Mathematics for Liberal Arts	3.0
STAT C1000	Introduction to Statistics	4.0
		-
Science		-
ANTR 1	Biological Anthropology	3.0
ANTR 1L	Biological Anthropology Laboratory	1.0
ANTR 2L	Archaeology Field Laboratory	1.0
ANTR 13	Introduction to Forensic Anthropology	3.0
ASTR 30L	Introduction to Astronomy Laboratory	1.0
ASTR 31	Introduction to Astronomy: The Solar System	3.0
ASTR 32	Introduction to Astronomy: Stars and the Universe	3.0
BIO 1A	General Botany	5.0
BIO 1B	General Zoology	5.0
BIO 1C	Cell and Molecular Biology	5.0
BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
BIO 7C	Microbiology	5.0
BIO 10	Introduction to the Science of Biology	4.0
BIO 20	Contemporary Human Biology	3.0
BIO 30	Introduction to College Biology	4.0
BIO 40	Humans and the Environment	3.0
BIO 50	Anatomy and Physiology	4.0
BIO 60	Marine Biology	4.0
BIO 70	Field Biology	3.0
CHEM 1A	General College Chemistry I	5.0

CHEM 1B	General College Chemistry II	5.0
CHEM 6	Environmental Chemistry	4.0
CHEM 12A	Organic Chemistry I	5.0
CHEM 12B	Organic Chemistry II	5.0
CHEM 30A	Introductory and Applied Chemistry I	4.0
CHEM 30B	Introductory and Applied Chemistry II	4.0
CHEM 31	Introduction to College Chemistry	4.0
EVST 5	Energy and Sustainability	3.0
EVST 5L	Energy and Sustainability Laboratory	1.0
GEOG 1	Introduction to Physical Geography	3.0
GEOG 1L	Introduction to Physical Geography Laboratory	1.0
GEOG 8	Introduction to Atmospheric Science	3.0
GEOG 12	Geography of California	3.0
GEOL 1	Physical Geology	3.0
GEOL 1L	Physical Geology Laboratory	1.0
GEOL 2	Historical Geology	4.0
GEOL 5	Environmental Geology: Hazards & Disasters	3.0
GEOL 7	Environmental Geology: Resources, Use Impact & Pollution	3.0
GEOL 12	Introduction to Oceanography	3.0
GEOL 12L	Introduction to Oceanography Laboratory	1.0
GEOL 20	Earth Science for Educators	4.0
PHYS 1A	General Physics I	5.0
PHYS 1B	General Physics II	5.0
PHYS 1C	General Physics III	5.0
PHYS 1D	General Physics IV	3.0
PHYS 2A	Introduction to Physics I	4.0
PHYS 2B	Introduction to Physics II	4.0
PHYS 10	Descriptive Physics	3.0
PHYS 10L	Descriptive Physics Laboratory	1.0
PSYC 4	Brain, Mind, and Behavior	3.0

Total Units in the Area of Emphasis

18.0-21.0

Additional General Education and Elective Units

39.0-42.0

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

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree

The Liberal Arts & Sciences: Mathematics and Science AA courses emphasize the natural sciences, which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.

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
Mathematics Course in Program	3.0 - 6.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
AD Elective	5.0 - 2.0	Elective	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring Semester **Units:** 15.0-17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	3.0 - 0.0	Elective	
Science course in Program	3.0 - 5.0	Major/Required	

Math or Science course in program	3.0 - 6.0	Major/Required
Social and Behavioral Sciences (Area 4)	3.0	General Education
Health (Area 8)	3.0	General Education

Term 3 - Fall Semester **Units:** 15.0-13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	6.0 - 1.0	Elective	
Math or Science Course in Program	3.0 - 6.0	Major/Required	
American Institutions (Area 9)	3.0	General Education	
Humanities (Area 3)	3.0	General Education	

Term 4 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	6.0 - 3.0	Elective	
Math or Science Course in Program	3.0 - 6.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Health (Area 8)	3.0	General Education	

Total: 60.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Social and Behavioral Sciences - Associate of Arts Degree

Program Modification: Liberal Arts & Sciences: Social and Behavioral Sciences - Associate of Arts Degree (Launched - Implemented 11-05-2024)
compared with
Liberal Arts & Sciences: Social and Behavioral Sciences - Associate of Arts Degree (Active - Implemented 08-22-2024)

Cover

Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2024~~ 2025
Origination Date ~~10/~~ 11/ ~~2023~~ 03/2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Enrollment and Completer Projections
15 per academic year.
Place of Program in Curriculum/Similar Programs
This program will remain part of the Liberal Arts & Sciences family of programs.

Program Requirements

Program Requirements

1. **Group Title** Required Core: Select at least 18 units from below with at least 3 units from 3 disciplines (18-20 Units)
    1. **Course** AJ 50 - Introduction to Administration of Justice ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

2. **Course** AJ 54 - Investigative ~~Reporting~~ Report Writing (Launched)
   Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Recommended Course Preparation: ENG 1A
3. **Course** AJ 55 - Introduction to Correctional Science ~~(Historical)~~
   Course Detail
4. ~~Course~~ Units AJ and 56 Hours:

Lecture Hours	54
Inside of ~~Crime~~ Class ~~and~~ Hours	54
Outside ~~Delinquency~~ of Class Hours	108

   Requisites:
5. **Course** AJ 59 - Child Abuse in the Community
6. **Course** AJ 60 - Criminal Law
7. **Course** AJ 61 - Evidence
   ~~Course Detail~~ -
8. **Course** AJ 63 - Criminal Investigation
   Course ~~(Historical)~~ Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
9. **Course** AJ 64 - Patrol Procedures
   ~~Course Detail~~ -
10. **Course** AJ 66 - Juvenile Procedures ~~(Historical)~~
    Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:
    Enrollment Limitation: Eligibility for college-level composition as determined by college assessment or other appropriate method. .

11. **Course** AJ 68 - Police Ethics and Leadership ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

12. **Course** AJ 70 - Community Relations
Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

13. ~~**Discipline** - AJ - Administration of Justice~~
~~**Course** - AJ 74 - Gangs and Drugs (Historical)~~
14. ~~**Discipline** - AJ - Administration of Justice~~
Course AJ 89 - Family Violence
15. **Discipline** ANTR - Anthropology
Course ANTR 1 - Biological Anthropology
16. **Discipline** ANTR - Anthropology
Course ANTR 2 - Introduction to Archaeology
17. **Course** ANTR 3 - Cultural Anthropology
18. **Course** ANTR 4 - Language and Culture
19. **Course** ANTR ~~5 - Cultures of the U.S. in a Global Perspective~~
20. ~~**Course** - ANTR~~ 7 - Native American Cultures of North America
21. ~~**Discipline** - ANTR - Anthropology~~
Course ANTR 8 - World Prehistory in an Archaeological Perspective
22. ~~**Discipline** - ANTR - Anthropology~~
Course ANTR 12 - Magic/Religion/Witchcraft/Healing
23. ~~**Discipline** - ANTR - Anthropology~~
Course ANTR 13 - Introduction to Forensic Anthropology
24. **Discipline** ECE - Early Care and Education
Course ECE 10 - Introduction to Education
25. **Discipline** ECE - Early Care and Education
Course ECE 40 - Social and Emotional Foundations for Early Learning
26. **Discipline** ECE - Early Care and Education
Course ECE 54 - Child Health, Safety and Nutrition
27. **Course** ECE 56 - Child Growth and Development
28. ~~**Min** - 3.000~~
~~**Max** - 3.000~~
Course ECE 60 - Introduction to the Young Child with Exceptional Needs

29. **Course** ECE 61 - Literature for the Young Child
30. ~~**Discipline** - ECE - Early Care and Education~~
    Course ECE 62 - Child, Family and Community
31. **Min** 2.000
    Max 2.000
    ~~**Discipline** - ECE - Early Care and Education~~
    Course ECE 74 - Child Guidance
32. ~~**Discipline** - ECE - Early Care and Education~~
    Course ECE 79 - Teaching in a Diverse Society
33. **Discipline** ECON - Economics
    Course ECON 1 - Principles of Microeconomics
    ~~**Course Detail** -~~
34. **Min** 3.000
    Max 3.000
    Discipline ECON - Economics
    Course ECON 2 - Principles of Macroeconomics
    ~~**Course Detail** -~~
35. ~~**Discipline** - ECON - Economics~~
    ~~**Course** - ECON 5 - Economic History of the United States~~
    ~~**Course Detail** -~~
36. **Discipline** ECON - Economics
    Course ECON 10 - General Economics
37. **Discipline** ENG - English
    Course ENG 44 - Literature of the American West
    Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:
    Prerequisite: ENG 1A with a minimum grade of C
38. **Discipline** ETHS - Ethnic Studies
    Course ETHS 5 - Psychology of Race and Identity
    Course ~~**(Historical)**~~ **Detail** Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

    Requisites:
    Recommended Course Preparation: PSYC 1
39. **Discipline** ETHS - Ethnic Studies
    Course ETHS 6 - Introduction to Race and Ethnicity

Course ~~(Historical)~~ Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:
Recommended Course Preparation: SOC 1

40. **Discipline** GEOG - Geography
    Course GEOG 2 - Cultural Geography
41. **Discipline** GEOG - Geography
    Course GEOG 5 - World Regional Geography
42. **Discipline** GEOG - Geography
    Course GEOG 12 - Geography of California
43. **Discipline** GS - Global Studies
    Course GS 1 - Introduction to Global Studies
44. **Discipline** GS - Global Studies
    Course GS 2 - Political, Economic, and Cultural Globalization
45. Discipline HIST - History
    Course HIST 1 - Western Civilization to 1600
46. Discipline HIST - History
    Course HIST 2 - Western Civilization since 1600
47. Discipline HIST - History
    Course HIST 3 - World History to 1500
48. Discipline HIST - History
    Course HIST 4 - World History since 1500
49. **Course** HIST 7 - US History Through Reconstruction
50. **Course** HIST 8 - US History Post-Reconstruction
51. ~~**Discipline** - HIST - History~~
    Course HIST 14 - History and American Cultures of California
52. ~~**Discipline** - HIST - History~~
    Course HIST 25 - American Indian History
    ~~**Course Detail** -~~
53. ~~**Discipline** - HIST - History~~
    Course HIST 28 - History of American West
54. ~~**Discipline** - HIST - History~~
    Course HIST 32 - U.S. Women's History
55. **Discipline** HEA - Health
    Course HEA 1 - Introduction to Personal Health
56. **Discipline** HEA - Health
    Course HEA 3 - Women's Health

Course ~~(Historical)~~ Detail Units and Hours:

Lecture Hours	54

Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

57. **Discipline** HEA - Health
    Course HEA 7 - Introduction to Public Health
58. **Discipline** HEA - Health
    Course HEA 11 - Health and Social Justice
59. **Discipline** JAMS - Journalism and Media Studies
    Course JAMS 1 - Introduction to Mass Communications
    ~~**Course Detail** -~~
60. **Discipline** JAMS - Journalism and Media Studies
    Course JAMS 2 - Introduction to Media
61. **Discipline** LGBT - Lesbian, Gay, Bisexual, Transgender, and Queer Studies
    Course LGBT 1 - Introduction to LGBTQ Studies
62. **Discipline** LGBT - Lesbian, Gay, Bisexual, Transgender, and Queer Studies
    Course LGBT 2 - Lesbian, Gay, Bisexual, Transgender, and Queer Psychology
63. ~~**Min**~~ **Discipline** ~~4.000~~ NTRN - Nutrition
    ~~**Max** - 4.000~~
    Course ~~POLI~~ NTRN ~~7~~ 10 - ~~Introduction~~ Perspectives ~~to~~ in ~~American~~ Cultural ~~Government~~ Nutrition (Approved)
    Course Detail _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Discipline POLI - Political Science
Course POLI 12 - Introduction to California State and Local Government
~~**Course Detail** -~~
Discipline POLI - Political Science
Course POLI 20 - Comparative Government
Discipline POLI - Political Science
Course POLI 25 - Introduction to Political Theory
Min _ 3.000
Max _ 3.000
~~**Discipline** - POLI - Political Science~~
Course POLI ~~26~~ 30 - ~~Introduction~~ International ~~to Gender, Sexuality, and Politics~~ Relations
Discipline ~~POLI~~ POLS - Political Science
Course ~~POLI~~ POLS ~~30~~ C1000 - ~~International~~ American ~~Relations~~ Government and Politics (Launched)

Course Detail _ Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Discipline PCN - Psychology-Counseling
Course PCN 3 - Theories And Concepts Of Counseling: An Introduction
Discipline PCN - Psychology-Counseling
Course PCN 5 - Introduction to Social Work and Human Services
Discipline PCN - Psychology-Counseling
Course PCN 13 - Multicultural Issues in Contemporary America
~~**Course**~~ **Discipline** PSYC ~~1~~ - ~~General~~ Psychology
Course PSYC 3 - Introduction to Social Psychology
Discipline _ PSYC - Psychology
Course PSYC 4 - Brain, Mind, and Behavior
Discipline _ PSYC - Psychology
Course PSYC 6 - Abnormal Psychology
Discipline _ PSYC - Psychology
Course PSYC 10 - Psychology of Human Sexuality
~~**Min** - 3.000~~
~~**Max** - 3.000~~
Course PSYC 12 - Life-Span Psychology
Course PSYC 13 - Psychology of Women
Course PSYC 15 - Abnormal Child Psychology
~~**Course Detail** -~~
~~**Discipline** - PSYC - Psychology~~
Course PSYC 17 - The Psychology of Sleep and Dreams
~~**Discipline** - PSYC - Psychology~~
Course PSYC 21 - Psychology of Race and Identity
Min 4.000
Max 4.000
~~**Discipline** - PSYC - Psychology~~
Course PSYC 25 - Research Methods
~~**Discipline** - PSYC - Psychology~~
Course PSYC 27 - Introduction to Cognitive Science
Course ~~SOC~~ PSYC ~~1 - Principles of Sociology~~
~~**Course** - SOC 3~~ C1000 - Introduction to ~~Race~~ Psychology ~~and Ethnicity~~
~~**Course** - SOC 4 - Marriage and Family Relations~~
~~**Course** - SOC 5 - Introduction to Global Studies~~
~~**Min** - 3.000~~
~~**Max** - 3.000~~
~~**Course** - SOC 6 - Social Problems~~ (Launched)

Course Detail Units and Hours:

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Recommended Course Preparation: Eligibility for college-level writing (C-ID ENGL 100) and reading (a course with an existing skill of ability to read a college level text)

Discipline SOC - Sociology

Course SOC ~~7~~ 1 - ~~Sociology~~ Principles of ~~Sexuality~~ Sociology

Discipline SOC - Sociology

Course SOC ~~11~~ 3 - ~~Sociology~~ Introduction ~~of~~ to ~~Gender~~ Race and Ethnicity

Min 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 4 - Marriage and Family Relations

Discipline SOC - Sociology

Course SOC 5 - Introduction to Global Studies

Course SOC 6 - Social Problems

Course SOC 7 - Sociology of Sexuality

Course SOC 11 - Sociology of Gender

Course SOC 12 - Popular Culture

~~**Course Detail** -~~

~~**Other** -~~

~~**Header** -~~

~~**Footer** -~~

~~**Exception Identifier** -~~

~~**Exception** -~~

~~**Include in PLO Mapping** - No~~

~~**Term** -~~

Min 4.000

Max 4.000

~~**Discipline** - SOC - Sociology~~

Course SOC 13 - Research Methods (~~Historical~~ Launched)

Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:

Prerequisite: SOC 1 with a minimum grade of C,

~~Other~~ **Recommended Course Preparation:** STAT C1000 with a minimum grade of C
~~Header~~
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -
~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
Discipline WMST - Women's Studies
Course WMST 1 - Introduction to Women's Studies
~~Course Detail~~ -
~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -
~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
Discipline WMST - Women's Studies
Course WMST 2 - Global Perspective of Women
~~Course Detail~~ -
~~Other~~ -
~~Header~~ -
~~Footer~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Include in PLO Mapping~~ - ~~No~~
~~Term~~ -

64. **Group Title** Total Units in the Area of Emphasis
Footer 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.

Program Mapper

Program Mapper

1. **Min** ~~18~~ 13 .000
   Max ~~20~~ 13 .000
   Term - Semester Term 1 - Fall Semester
   Program Courses
   1. **Non-** **Course** **Requirement** ~~AJ~~
      English ~~50 - Introduction to Administration of Justice~~ Composition (~~Historical~~ Area 1A)
      Category General Education
   2. **Non-** **Course** **Requirement** ~~AJ~~
      AD ~~54 - Investigative Reporting~~ Elective
      Category Elective
   3. **Non-** **Course** **Requirement** ~~AJ 55 - Introduction to Correctional Science~~
      Health (~~Historical~~ Area 8)
      Category General Education
   4. **Non-** **Course** **Requirement** ~~AJ 56 - Fundamentals of Crime~~
      Social and ~~Delinquency~~ Behavioral Sciences (Area 4)
      Category General Education
   5. **Min** 1.000
      Max 1.000
      Non-Course Requirement
      Kinesiology (Area 7)
      Category General Education

2. **Min** 16.000
   Max 16.000
   Term - Semester Term 2 - Spring Semester
   Program Courses
   1. **Min** 6.000
      Max 6.000
      Non-Course Requirement
      Social and Behavioral Sciences Courses
      Category Major/Required
   2. **Min** 3.000
      Max 3.000
      Non- **Course** **Requirement** ~~AJ~~
      Oral ~~59~~ Communication ~~-~~ and ~~Child~~ Critical ~~Abuse~~ Thinking ~~in~~ (Areas ~~the Community~~ 1B)
      ~~**Category** -~~
      ~~**Min** - 3.000~~
      ~~**Max** - 3.000~~
      ~~**Course** - AJ 60 - Criminal Law~~
      Course ~~**Detail**~~ **Block Reference**
      Exception Identifier
      Exception
      Footer

Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 3.000
Max 3.000
Non- **Course** **Requirement** ~~AJ~~
American ~~61~~ Institutions ~~-~~ (Area ~~Evidence~~ 9)
Course ~~Detail~~ **Block Reference**
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 4.000
Max 4.000
Non-Course Requirement
MATH 40 (Area 2)
Course Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No
Min 15.000
Max 15.000
Term - Semester Term 3 - Fall Semester
Header
Footer
Program Courses

1. **Min** 6.000
   Max 6.000
   Non-Course Requirement
   Social and Behavioral Sciences Courses
   Course Block Reference

Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

2. Min 3.000
Max 3.000
Non- Course Requirement ~~AJ~~
Natural ~~63 - Criminal Investigation~~ Sciences (~~Historical~~ Area 5)
Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. Min 3.000
Max 3.000
Non- Course Requirement ~~AJ~~
Arts ~~64~~ and = Humanities ~~Patrol~~ (Area ~~Procedures~~ 3)
Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer
Category General Education
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

4. Min 3.000
Max 3.000
Non- Course Requirement ~~AJ~~
AD ~~66 - Juvenile Procedures (Historical)~~ Elective
Course ~~Detail~~ Block Reference
Exception Identifier
Exception
Footer

Category Elective
Semester(s) Offered
Spring _ No
Summer _ No
Fall _ No
Rotating _ No
Min _ 16.000
Max _ 16.000
Term - Semester _ Term 4 - Spring Semester
Header _
Footer _
Program Courses

1. Min _ 3.000
   Max _ 3.000
   Non-Course Requirement _
   Social and Behavioral Sciences Course
   Course Block Reference _
   Exception Identifier _
   Exception _
   Footer _
   Category _ Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. Min 3.000
   Max 3.000
   Non- Course Requirement ~~AJ~~
   Ethnic ~~68 - Police Ethics and Leadership~~ Studies (~~Historical~~ Area 6)
   Course ~~Detail~~ Block Reference
   Exception Identifier
   Exception
   Footer
   Category General Education
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
3. Min ~~3~~ 10 .000
   Max ~~3~~ 10 .000
   Non- Course Requirement ~~AJ~~
   AD ~~70 - Community Relations (Historical)~~ Elective
   Course ~~Detail~~ Block Reference

Exception Identifier
Exception
Footer
Category
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

4. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - AJ 74 - Gangs and Drugs (Historical)~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
5. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - AJ 89 - Family Violence~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
6. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - ANTR 1 - Biological Anthropology~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~

~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

7. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - ANTR 2 - Introduction to Archaeology~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
8. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - ANTR 3 - Cultural Anthropology~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
9. ~~Min - 3.000~~
   ~~Max - 3.000~~
   ~~Course - ANTR 4 - Language and Culture~~
   ~~Course Detail -~~
   ~~Exception Identifier -~~
   ~~Exception -~~
   ~~Footer -~~
   ~~Category -~~
   ~~Semester(s) Offered~~
   ~~Spring - No~~
   ~~Summer - No~~
   ~~Fall - No~~
   ~~Rotating - No~~
10. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - ANTR 5 - Cultures of the U.S. in a Global Perspective~~

~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

11. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ANTR 7 - Native American Cultures of North America~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
12. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ANTR 8 - World Prehistory in an Archaeological Perspective~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
13. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ANTR 12 - Magic/Religion/Witchcraft/Healing~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~

~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

14. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ANTR 13 - Introduction to Forensic Anthropology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
15. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ECE 10 - Introduction to Education~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
16. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ECE 40 - Social and Emotional Foundations for Early Learning~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
17. ~~Min - 3.000~~
~~Max - 3.000~~

~~Course - ECE 54 - Child Health, Safety and Nutrition~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

18. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ECE 56 - Child Growth and Development~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
19. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ECE 60 - Introduction to the Young Child with Exceptional Needs~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
20. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ECE 61 - Literature for the Young Child~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

21. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ECE 62 - Child, Family and Community~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
22. ~~Min~~ - ~~2.000~~
~~Max~~ - ~~2.000~~
~~Course~~ - ~~ECE 74 - Child Guidance~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
23. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ECE 79 - Teaching in a Diverse Society~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
24. ~~Min~~ - ~~3.000~~

~~Max - 3.000~~
~~Course - ECON 1 - Principles of Microeconomics~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

25. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ECON 2 - Principles of Macroeconomics~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

26. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ECON 5 - Economic History of the United States~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

27. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - ECON 10 - General Economics~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

28. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ENG 44 - Literature of the American West~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
29. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ETHS 5 - Psychology of Race and Identity (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
30. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~ETHS 6 - Introduction to Race and Ethnicity (Historical)~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

31. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - GEOG 2 - Cultural Geography~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
32. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - GEOG 5 - World Regional Geography~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
33. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - GEOG 12 - Geography of California~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~
    ~~Footer -~~
    ~~Category -~~
    ~~Semester(s) Offered~~
    ~~Spring - No~~
    ~~Summer - No~~
    ~~Fall - No~~
    ~~Rotating - No~~
34. ~~Min - 3.000~~
    ~~Max - 3.000~~
    ~~Course - GS 1 - Introduction to Global Studies~~
    ~~Course Detail -~~
    ~~Exception Identifier -~~
    ~~Exception -~~

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

35. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~GS 2 - Political, Economic, and Cultural Globalization~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
36. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 1 - Western Civilization to 1600~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
37. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 2 - Western Civilization since 1600~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~

~~Rotating - No~~

38. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HIST 3 - World History to 1500~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
39. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HIST 4 - World History since 1500~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
40. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HIST 7 - US History Through Reconstruction~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
41. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HIST 8 - US History Post-Reconstruction~~
~~Course Detail -~~
~~Exception Identifier -~~

~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

42. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 14 - History and American Cultures of California~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
43. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 25 - American Indian History~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
44. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HIST 28 - History of American West~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~

~~Fall - No~~
~~Rotating - No~~

45. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HIST 32 - U.S. Women's History~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

46. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HEA 1 - Introduction to Personal Health~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

47. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HEA 3 - Women's Health (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

48. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - HEA 7 - Introduction to Public Health~~
~~Course Detail -~~

~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

49. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~HEA 11 - Health and Social Justice~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
50. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~JAMS 1 - Introduction to Mass Communications~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
51. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~JAMS 2 - Introduction to Media~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~

~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

52. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - LGBT 1 - Introduction to LGBTQ Studies~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

53. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - LGBT 2 - Lesbian, Gay, Bisexual, Transgender, and Queer Psychology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

54. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - POLI 7 - Introduction to American Government~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

55. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - POLI 12 - Introduction to California State and Local Government~~

~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

56. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~POLI 20 - Comparative Government~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
57. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~POLI 25 - Introduction to Political Theory~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
58. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~POLI 26 - Introduction to Gender, Sexuality, and Politics~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~

~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

59. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - POLI 30 - International Relations~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
60. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PCN 3 - Theories And Concepts Of Counseling: An Introduction~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
61. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PCN 5 - Introduction to Social Work and Human Services~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
62. ~~Min - 3.000~~
~~Max - 3.000~~

~~Course - PCN 13 - Multicultural Issues in Contemporary America~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

63. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PSYC 1 - General Psychology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

64. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PSYC 3 - Introduction to Social Psychology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

65. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PSYC 4 - Brain, Mind, and Behavior~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~

~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

66. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PSYC 6 - Abnormal Psychology~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
67. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PSYC 10 - Psychology of Human Sexuality~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
68. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PSYC 12 - Life-Span Psychology~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
69. ~~Min~~ - ~~3.000~~

~~Max - 3.000~~
~~Course - PSYC 13 - Psychology of Women~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

70. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PSYC 15 - Abnormal Child Psychology~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

71. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PSYC 17 - The Psychology of Sleep and Dreams~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

72. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - PSYC 21 - Psychology of Race and Identity~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~

~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

73. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~
~~Course~~ - ~~PSYC 25 - Research Methods~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
74. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~PSYC 27 - Introduction to Cognitive Science~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
75. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~SOC 1 - Principles of Sociology~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

76. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - SOC 3 - Introduction to Race and Ethnicity~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
77. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - SOC 4 - Marriage and Family Relations~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
78. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - SOC 5 - Introduction to Global Studies~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~
79. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - SOC 6 - Social Problems~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

80. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~SOC 7 - Sociology of Sexuality~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
81. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~SOC 11 - Sociology of Gender~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~
82. ~~Min~~ - ~~3.000~~
~~Max~~ - ~~3.000~~
~~Course~~ - ~~SOC 12 - Popular Culture~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~

~~Rotating - No~~

83. ~~Min - 4.000~~
~~Max - 4.000~~
~~Course - SOC 13 - Research Methods (Historical)~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

84. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - WMST 1 - Introduction to Women's Studies~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~
~~Semester(s) Offered~~
~~Spring - No~~
~~Summer - No~~
~~Fall - No~~
~~Rotating - No~~

85. ~~Min - 3.000~~
~~Max - 3.000~~
~~Course - WMST 2 - Global Perspective of Women~~
~~Course Detail -~~
~~Exception Identifier -~~
~~Exception -~~
~~Footer -~~
~~Category -~~ Elective
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

~~Min~~
- ~~0.000~~

Program Learning Outcomes

~~Max~~ Outcomes - ~~0.000~~

1. ~~Term - Semester~~ Outcome
   Upon completion of this program, students are able to apply basic social scientific methods to investigate the relationships among individuals, cultures, and societies.
   ~~Program Courses~~
   1. ~~Min~~ - ~~18.000~~

   ~~Max~~
   - ~~20.000~~

   ~~Non-Course Requirement~~ Outcome
   Upon completion of this program, students are able to describe the major concepts, theoretical perspectives, empirical findings, and historical trends in the social science disciplines.
   ~~Category~~ Outcome
   Upon completion of this program, students are able to identify the major ideas, values, beliefs, and experiences that have shaped human history and cultures.

Codes and Dates

Approval Dates

Implementation Date ~~2024-08-22~~ 2024-11-05

Effective Term ~~Fall 2024~~ Fall 2025

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Social and Behavioral Sciences - Associate of Arts Degree

Program Title

Liberal Arts & Sciences: Social and Behavioral Sciences

Award Type

Associate of Arts Degree

Effective Term

Fall 2025

Program Description

The Liberal Arts & Sciences: Social and Behavioral Sciences AA courses emphasize the perspective, concepts, theories and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the Social and Behavioral Sciences. Students will study about themselves and others as members of a larger society. Topics and discussion to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate.

Program Requirements

Course	Title	Units	Term

Required Core: Select at least 18 units from below with at least 3 units from 3 disciplines (18-20 Units)

AJ 50	Introduction to Administration of Justice	3.0
AJ 54	Investigative Report Writing	3.0
AJ 55	Introduction to Correctional Science	3.0
AJ 59	Child Abuse in the Community	3.0
AJ 60	Criminal Law	3.0
AJ 61	Evidence	3.0
AJ 63	Criminal Investigation	3.0
AJ 64	Patrol Procedures	3.0
AJ 66	Juvenile Procedures	3.0
AJ 68	Police Ethics and Leadership	3.0
AJ 70	Community Relations	3.0
AJ 89	Family Violence	3.0
ANTR 1	Biological Anthropology	3.0
ANTR 2	Introduction to Archaeology	3.0
ANTR 3	Cultural Anthropology	3.0
ANTR 4	Language and Culture	3.0
ANTR 7	Native American Cultures of North America	3.0
ANTR 8	World Prehistory in an Archaeological Perspective	3.0
ANTR 12	Magic/Religion/Witchcraft/Healing	3.0
ANTR 13	Introduction to Forensic Anthropology	3.0
ECE 10	Introduction to Education	3.0
ECE 40	Social and Emotional Foundations for Early Learning	3.0
ECE 54	Child Health, Safety and Nutrition	3.0
ECE 56	Child Growth and Development	3.0
ECE 60	Introduction to the Young Child with Exceptional Needs	3.0
ECE 61	Literature for the Young Child	3.0
ECE 62	Child, Family and Community	3.0
ECE 74	Child Guidance	2.0
ECE 79	Teaching in a Diverse Society	3.0
ECON 1	Principles of Microeconomics	3.0
ECON 2	Principles of Macroeconomics	3.0
ECON 10	General Economics	3.0
ENG 44	Literature of the American West	3.0
ETHS 5	Psychology of Race and Identity	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
GEOG 2	Cultural Geography	3.0
GEOG 5	World Regional Geography	3.0
GEOG 12	Geography of California	3.0

GS 1	Introduction to Global Studies	3.0
GS 2	Political, Economic, and Cultural Globalization	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HIST 3	World History to 1500	3.0
HIST 4	World History since 1500	3.0
HIST 7	US History Through Reconstruction	3.0
HIST 8	US History Post-Reconstruction	3.0
HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
HIST 28	History of American West	3.0
HIST 32	U.S. Women's History	3.0
HEA 1	Introduction to Personal Health	3.0
HEA 3	Women's Health	3.0
HEA 7	Introduction to Public Health	3.0
HEA 11	Health and Social Justice	3.0
JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0
LGBT 1	Introduction to LGBTQ Studies	3.0
LGBT 2	Lesbian, Gay, Bisexual, Transgender, and Queer Psychology	3.0
NTRN 10	Perspectives in Cultural Nutrition	3.0
POLI 12	Introduction to California State and Local Government	3.0
POLI 20	Comparative Government	3.0
POLI 25	Introduction to Political Theory	3.0
POLI 30	International Relations	3.0
POLS C1000	American Government and Politics	3.0
PCN 3	Theories And Concepts Of Counseling: An Introduction	3.0
PCN 5	Introduction to Social Work and Human Services	3.0
PCN 13	Multicultural Issues in Contemporary America	3.0
PSYC 3	Introduction to Social Psychology	3.0
PSYC 4	Brain, Mind, and Behavior	3.0
PSYC 6	Abnormal Psychology	3.0
PSYC 10	Psychology of Human Sexuality	3.0
PSYC 12	Life-Span Psychology	3.0
PSYC 13	Psychology of Women	3.0
PSYC 15	Abnormal Child Psychology	3.0
PSYC 17	The Psychology of Sleep and Dreams	3.0
PSYC 21	Psychology of Race and Identity	3.0
PSYC 25	Research Methods	4.0
PSYC 27	Introduction to Cognitive Science	3.0

PSYC 27	Introduction to Cognitive Science	3.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0
SOC 3	Introduction to Race and Ethnicity	3.0
SOC 4	Marriage and Family Relations	3.0
SOC 5	Introduction to Global Studies	3.0
SOC 6	Social Problems	3.0
SOC 7	Sociology of Sexuality	3.0
SOC 11	Sociology of Gender	3.0
SOC 12	Popular Culture	3.0
SOC 13	Research Methods	4.0
WMST 1	Introduction to Women's Studies	3.0
WMST 2	Global Perspective of Women	3.0

Total Units in the Area of Emphasis

18.0-20.0

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: 18.0-20.0

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Social and Behavioral Sciences - Associate of Arts Degree

The Liberal Arts & Sciences: Social and Behavioral Sciences AA courses emphasize the perspective, concepts, theories and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the Social and Behavioral Sciences. Students will study about themselves and others as members of a larger society. Topics and discussion to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate.

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:** 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	General Education	
AD Elective	3.0	Elective	
Health (Area 8)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring Semester **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences Courses	6.0	Major/Required	
Oral Communication and Critical Thinking (Areas 1B)	3.0	General Education	

American Institutions (Area 9)	3.0	General Education
MATH 40 (Area 2)	4.0	General Education

Term 3 - Fall Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences Courses	6.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
AD Elective	3.0	Elective	

Term 4 - Spring Semester **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	10.0	Elective	

Total: 60.0

Abridged Comparison

LAS POSITAS COLLEGE

Program Modification: Paramedic Sciences - Certificate of Achievement (30 to fewer than 60 units)

Program Modification: Paramedic Sciences - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 11-05-2024)
compared with
Emergency Medical Services EMT-Paramedic - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2020)

Cover

Degree/Certificate Name ~~Emergency~~ Paramedic ~~Medical Services EMT-Paramedic~~ Sciences
Award Type Certificate of Achievement (~~16~~ 30 to fewer than ~~30~~ 60 units)
Program Information
CIP Code 51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).
Does program also prepare students for transfer? No
Proposal Information
Effective Term Fall ~~2020~~ 2025
Next Program Review (Month/Year) October ~~2021~~ 2026
Origination Date ~~10~~ 11 / ~~28~~ 02 / ~~2019~~ 2024
The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Catalog Description
This program is designed to prepare students to take and pass the National Registry ~~Emergency Medical Technician -~~ Paramedic (~~NREMTP~~ NRP) examination so they can become Licensed Paramedics in the state of California. ~~It also prepares students to transfer and earn a BA in Paramedics.~~ Students that complete the Certificate of Achievement in ~~Emergency Medical Services EMT-~~ Paramedic ~~degree~~ Science are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.
Similar Programs at Other Colleges in Service Area
~~This program has been recommended by the Bay Area Community College Consortium.~~
This program has been recommended by the BACCC Yes

Program Requirements

Program Requirements

1. **Min** ~~51~~ 46 .000

Max ~~51~~ 46 .000
Group Title Required Core: (~~51~~ 46 Units)

1. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Discipline** - EMS - Emergency Medical Services~~
   ~~**Course** - EMS 30 - Emergency Medical Responder~~
   ~~**Course Detail** -~~
   ~~**Term** -~~
2. ~~**Min** - 3.000~~
   ~~**Max** - 3.000~~
   ~~**Course** - EMS 62 - Basic Medical Terminology~~
   ~~**Course Detail** -~~
   ~~**Term** -~~
3. **Min** 4.000
   Max 4.000
   Discipline BIO - Biological Sciences
   Course BIO 50 - Anatomy and Physiology
   Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

   Requisites:
   Term 2
4. **Min** 6.000
   Max 6.000
   Course EMS 10 - Paramedic Theory 1 (Launched)
   Course Detail Units and Hours:

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

   Requisites:
   Prerequisite: EMS 62 with a minimum grade of C, BIO 50 with a minimum grade of C, EMS 20 with a minimum grade of C, **Corequisite:** EMS 12, **Enrollment Limitation:** Documentation from current and/or previous employer(s) verifying six-month full-time experience or 1,000 hours of part time work experience as an EMT (Prehospital experience preferred) that provides direct patient care. Work experience can be either paid or volunteer experience..
   Term 3

5. **Min** 6.000
   Max 6.000
   Discipline EMS - Emergency Medical Services
   Course EMS 11 - Paramedic Theory 2 (Launched)
   Course Detail Units and Hours:

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

   Requisites:
   Prerequisite: EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of C,
   Corequisite: EMS 13
   Term 4
6. **Min** 4.000
   Max 4.000
   Course EMS 12 - Paramedic Laboratory 1 (Launched)
   Course Detail Units and Hours:

Lab Hours	216
Inside of Class Hours	216

   Requisites:
   Corequisite: EMS 10
   Term 3
7. **Min** 4.000
   Max 4.000
   Course EMS 13 - Paramedic Laboratory 2 (Launched)
   Course Detail Units and Hours:

Lecture Hours	
Lab Hours	216
Inside of Class Hours	216

   Requisites:
   Prerequisite: EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of C,
   Corequisite: EMS 11
   Term 4
8. **Min** 3.000
   Max 3.000
   Course EMS 16 - Paramedic Clinical Internship (Launched)
   Course Detail Units and Hours:

Work Experience Hours	162

Requisites:
Prerequisite: EMS 11 with a minimum grade of C, EMS 13 with a minimum grade of C
Term 5

9. **Min** 9.000
   Max 9.000
   Course EMS 17 - Paramedic Field Internship (Launched)
   Course Detail Units and Hours:

Work Experience Hours	486

Requisites:
Prerequisite: EMS 16 with a minimum grade of P
Term 6

10. **Min** 7.000
    Max 7.000
    Course EMS 20 - Emergency Medical Technician (Launched)
    Course Detail Units and Hours:

Lecture Hours	90
Lab Hours	108
Inside of Class Hours	198
Outside of Class Hours	180

Requisites:
Recommended Course Preparation: EMS 30 with a minimum grade of C.
Term

11. ~~**Min** - 6.000~~
    ~~**Max** - 6.000~~
    ~~**Course** - EMS 10 - Paramedic Theory~~ 1
    ~~**Course Detail** -~~
    ~~**Term** -~~
12. ~~**Min** - 6.000~~
    ~~**Max** - 6.000~~
    ~~**Course** - EMS 11 - Paramedic Theory 2~~
    ~~**Course Detail** -~~
    ~~**Term** -~~
13. ~~**Min** - 4.000~~
    ~~**Max** - 4.000~~
    ~~**Course** - EMS 12 - Paramedic Laboratory 1~~
    ~~**Course Detail** -~~
    ~~**Term** -~~
14. ~~**Min** - 4.000~~

~~**Max** - 4.000~~
~~**Course** - EMS 13 - Paramedic Laboratory 2~~
~~**Course Detail** -~~
~~**Term** -~~

15. ~~**Min** - 4.000~~
~~**Max** - 4.000~~
~~**Course** - EMS 16 - Paramedic Clinical Occupational Work Experience~~
~~**Course Detail** -~~
~~**Term** -~~
16. ~~**Min** - 10.000~~
~~**Max** - 10.000~~
~~**Discipline** - EMS - Emergency Medical Services~~
~~**Course** - EMS 17 - Paramedic Capstone Occupational Work Experience~~
~~**Course Detail** -~~
~~**Other** -~~
~~**Header** -~~
~~**Footer** -~~
~~**Exception Identifier** -~~
~~**Exception** -~~
~~**Include in PLO Mapping** - No~~
~~**Term** -~~

~~Program Mapper~~

~~Program Mapper~~

1. ~~**Min** - 51.000~~
~~**Max** - 51.000~~
~~**Term - Semester** -~~
~~**Program Courses**~~

    1. ~~**Min** - 3.000~~
    ~~**Max** - 3.000~~
    ~~**Course** - EMS 30 - Emergency Medical Responder~~
    ~~**Course Detail** -~~
    ~~**Category** -~~
    2. **Min** 3.000
    Max 3.000
    Course EMS 62 - Basic Medical Terminology
    Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	
Inside of Class Hours	54

Outside of Class Hours	108

Requisites:
Term _ 2

Program Mapper

Program Mapper

1. **Min** _ 7.000
   Max _ 7.000
   Term - Semester _ Term 1 - Fall Semester
   Program Courses

   1. **Min** _ 7.000
      Max _ 7.000
      Course _ EMS 20 - Emergency Medical Technician (Launched)
      Course Detail _ Units and Hours:

Lecture Hours	90
Lab Hours	108
Inside of Class Hours	198
Outside of Class Hours	180

      Requisites:
      Recommended Course Preparation: EMS 30 with a minimum grade of C. _
      Category _ Major/Required

2. **Min** _ 7.000
   Max _ 7.000
   Term - Semester _ Term 2 - Spring Semester
   Header _
   Footer _
   Program Courses

   1. **Min** _ 4.000
      Max _ 4.000
      Course _ BIO 50 - Anatomy and Physiology
      Course Detail _ Units and Hours:

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Requisites:
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

2. **Min** ~~4~~ 3 .000
   Max ~~4~~ 3 .000
   Course ~~BIO~~ EMS ~~50~~ 62 - ~~Anatomy~~ Basic ~~and~~ Medical ~~Physiology~~ Terminology
   Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	
Inside of Class Hours	54
Outside of Class Hours	108

   Requisites:
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

3. **Min** ~~7~~ 10 .000
   Max ~~7~~ 10 .000
   ~~**Course**~~ **Term - Semester** ~~EMS~~ Term ~~20~~ 3 - ~~Emergency~~ Fall ~~Medical Technician~~ Semester
   ~~**Course Detail**~~ -
   ~~**Exception Identifier**~~ -
   ~~**Exception**~~ **Header**
   Footer
   ~~**Category**~~ **Program Courses** -
   ~~**Semester(s) Offered**~~

   ~~**Spring**~~ - ~~No~~
   ~~**Summer**~~ - ~~No~~
   ~~**Fall**~~ - ~~No~~
   ~~**Rotating**~~ - ~~No~~

4. **Min** 6.000
   Max 6.000
   Course EMS 10 - Paramedic Theory 1 (Launched)
   Course Detail Units and Hours:

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

   Requisites:
   Prerequisite: EMS 62 with a minimum grade of C, BIO 50 with a minimum grade of C, EMS 20 with a minimum grade of C, **Corequisite:** EMS 12, **Enrollment Limitation:** Documentation from current and/or previous employer(s) verifying six-month full-time experience or 1,000 hours of part time work experience as an EMT (Prehospital experience preferred) that provides direct patient care. Work experience can be either paid or volunteer experience..
   Exception Identifier
   Exception
   Footer
   Category
   ~~**Semester(s) Offered**~~
   ~~**Spring** - No~~
   ~~**Summer** - No~~
   ~~**Fall** - No~~
   ~~**Rotating** - No~~
5. ~~**Min** - 6.000~~
   ~~**Max** - 6.000~~
   ~~**Course** - EMS 11 - Paramedic Theory 2~~
   ~~**Course Detail** -~~
   ~~**Exception Identifier** -~~
   ~~**Exception** -~~
   ~~**Footer** -~~
   ~~**Category** -~~ Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
6. **Min** 4.000
   Max 4.000
   Course EMS 12 - Paramedic Laboratory 1 (Launched)
   Course Detail Units and Hours:

Lab Hours	216
Inside of Class Hours	216

Requisites:
Corequisite: EMS 10
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Min 10.000
Max 10.000
Term - Semester Term 4 - Spring Semester
Header
Footer
Program Courses

1. **Min** 6.000
   Max 6.000
   Course EMS 11 - Paramedic Theory 2 (Launched)
   Course Detail Units and Hours:

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

   Requisites:
   Prerequisite: EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of C,
   Corequisite: EMS 13
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No
2. **Min** 4.000
   Max 4.000
   Course EMS 13 - Paramedic Laboratory 2 (Launched)

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	216
Inside of Class Hours	216

Requisites:
Prerequisite: EMS 10 with a minimum grade of C,
~~Exception Identifier~~ EMS 12 with a minimum grade of C,
~~Exception~~ **Corequisite:**

~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

3. ~~Min~~ - ~~4.000~~
~~Max~~ - ~~4.000~~

~~Course~~ - EMS ~~16~~ 11 ~~- Paramedic Clinical Occupational Work Experience~~
~~Course Detail~~ -
~~Exception Identifier~~ -
~~Exception~~ -
~~Footer~~ -
~~Category~~ -
~~Semester(s) Offered~~
~~Spring~~ - ~~No~~
~~Summer~~ - ~~No~~
~~Fall~~ - ~~No~~
~~Rotating~~ - ~~No~~

4. ~~Min~~ - ~~10.000~~
~~Max~~ - ~~10.000~~
~~Course~~ - ~~EMS 17 - Paramedic Capstone Occupational Work Experience~~
~~Course Detail~~ -
Exception Identifier
Exception
Footer
Category
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Min 3.000
Max 3.000
Term - Semester Term 5 - Summer Semester
Header
Footer
Program Courses

1. **Min** 3.000
   Max 3.000
   Course EMS 16 - Paramedic Clinical Internship (Launched)
   Course Detail Units and Hours:

   Work Experience Hours 162

   Requisites:
   Prerequisite: EMS 11 with a minimum grade of C, EMS 13 with a minimum grade of C
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

Min 9.000
Max 9.000
Term - Semester
Header

Term 6 - Fall Semester

Footer
Program Courses

1. **Min** 9.000
   Max 9.000
   Course EMS 17 - Paramedic Field Internship (Launched)
   Course Detail Units and Hours:

   Work Experience Hours 486

Requisites:
Prerequisite: EMS 16 with a minimum grade of P
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon successful completion of this program, students are able to establish a therapeutic and culturally appropriate patient relationship using professional communication.
   This program aligns to the following Institutional Outcomes (check all that apply):

   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
   - **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
     Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.

- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Identify Values : Identify and evaluate aesthetic and cultural values from diverse disciplines;
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments

2. **Outcome**
   Upon successful completion of this program, students are able to select and administer the appropriate drug for an identified emergent condition according to local and national protocol and evaluate the patients response to the therapy.
   This program aligns to the following Institutional Outcomes (check all that apply):

- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)

Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.

- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Community Applications : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

3. **Outcome**
   Upon successful completion of this program, students are able to use critical thinking skills to confidently and effectively manage emergency situations.
   This program aligns to the following Institutional Outcomes (check all that apply):

- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to PLO Map Top ILO Grouping(Delta)**

Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- CLO(ILO) to PLO Map Top ILO Grouping(Delta)
  Conflict Resolution : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others

CTE Documentation

Gainful Employment ~~Yes~~ No

Attached File

Please upload required documents for CTE programs; LMI Data, Advisory, Board Recommendation, BACCC Approved, Apprenticeship Information.

~~Paramedic LMI Summary2.docx~~

- Utah laspositas artic agreement 20181.pdf

Paramedic LMI Summary2.docx

I have reviewed this tab and have completed the requirements for this proposal. Yes

Transfer Documentation

Attached File

~~Paramedic LMI Summary2.docx~~

- Utah laspositas artic agreement 20181.pdf

Paramedic LMI Summary2.docx

Apprenticeship Documentation

Gainful Employment ~~Yes~~ No

Attached File

Paramedic LMI Summary2.docx
- Utah laspositas artic agreement 20181.pdf
Paramedic LMI Summary2.docx

Attachments

Attached File
LMI
UVU Articulation

Codes and Dates

Approval Dates

- State Approval Date
  01/31/2020
- Board of Trustees
  01/21/2020
- CC Approval Date
  12/02/2019

Program Originator Wong, Sebastian Frith, Michael

Implementation Date
2020 2024 - 08 11 - 15 05

Effective Term Fall 2020 Fall 2025

CIP Code - 51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).

Catalog Description
This program is designed to prepare students to take and pass the National Registry Emergency Medical Technician - Paramedic (NREMTP) examination so they can become Licensed Paramedics in the state of California. It also prepares students to transfer and earn a BA in Paramedics. Students that complete the Certificate of Achievement in Emergency Medical Services EMT-Paramedic degree are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

This program is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. Students that complete the Certificate of Achievement in Paramedic Science are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

Next Program Review (Month/Year) October 2021 October 2026

Program Requirements

LAS POSITAS COLLEGE

Program Modification: Paramedic Sciences - Certificate of Achievement (30 to fewer than 60 units)

Program Title

Paramedic Sciences

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

Fall 2025

Program Description

This program is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. Students that complete the Certificate of Achievement in Paramedic Science are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

Program Requirements

Course	Title	Units	Term

Required Core: (46 Units)

BIO 50	Anatomy and Physiology	2nd	4.0
EMS 10	Paramedic Theory 1	3rd	6.0
EMS 11	Paramedic Theory 2	4th	6.0
EMS 12	Paramedic Laboratory 1	3rd	4.0
EMS 13	Paramedic Laboratory 2	4th	4.0
EMS 16	Paramedic Clinical Internship	5th	3.0
EMS 17	Paramedic Field Internship	6th	9.0
EMS 20	Emergency Medical Technician	1st	7.0
EMS 62	Basic Medical Terminology	2nd	3.0

Total: 46.0

Program Pathway

LAS POSITAS COLLEGE

Program Modification: Paramedic Sciences - Certificate of Achievement (30 to fewer than 60 units)

This program is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. Students that complete the Certificate of Achievement in Paramedic Science are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

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:** 7.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 20	Emergency Medical Technician	7.0	Major/Required	

Term 2 - Spring Semester **Units:** 7.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 50	Anatomy and Physiology	4.0	Major/Required	
EMS 62	Basic Medical Terminology	3.0	Major/Required	

Term 3 - Fall Semester **Units:** 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 10	Paramedic Theory 1	6.0	Major/Required	
EMS 12	Paramedic Laboratory 1	4.0	Major/Required	

Term 4 - Spring Semester **Units:** 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 11	Paramedic Theory 2	6.0	Major/Required	
EMS 13	Paramedic Laboratory 2	4.0		

Term 5 - Summer Semester **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 16	Paramedic Clinical Internship	3.0	Major/Required	

Term 6 - Fall Semester

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 17	Paramedic Field Internship	9.0	Major/Required	

Total: 46.0

Program Requirements

LAS POSITAS COLLEGE

Technical Program Revision: Philosophy - Associate in Arts Degree for Transfer

Program Title
Philosophy

Award Type
Associate in Arts Degree for Transfer

Effective Term
Fall 2025

Program Description
Philosophy is an academic area of study concerned with knowledge, reality and values. The program for the AA-T in Philosophy exposes students to the great historical arguments on these issues, and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in Philosophy will learn the tools of argumentative analysis and conceptual critique. They will be expected to apply these reasoning skills both to historical philosophical ideals and toward their own creative solutions to age old questions. The study of philosophy develops important skills of thinking, analysis, creativity, and communication that are useful for any field of employment or further study. The transfer degree is especially intended to assist students in transferring into the California State University System. Because this is an Associate Degree for Transfer, the LPC GE requirements of American Institutions, American Cultures, and Wellness do not apply and are not required of students earning this degree.

Program Requirements

Course	Title	Units	Term

Required Core: (6-7 Units)

PHIL 1	God, Nature, Human Nature	3.0
OR		
PHIL 2	Ethics	3.0
PHIL 6	Introduction to Logic	3.0
OR		
PHIL 8	Logic and Argumentation	4.0

List A: Select One (3 Units)

Any Required Core not already used*		3.0
PHIL 3	Aesthetics	3.0
PHIL 4	Introduction to Philosophy: Knowledge	3.0
PHIL 5	Feminist Philosophy	3.0

List B: Select Two (6 Units)

Any List A course not already used		3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0

List C: Select One (3 Units)

Any List A or B course not already used*		3.0
HUMN 3	Introduction to Humanities	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
HUMN 28	World Mythology	3.0
RELS 1	Religions of the World	3.0
RELS 3	Introduction to Women's Spirituality	3.0

Total Units for the Major

18.0-19.0

Additional General Education and Elective Units

41.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

*Students cannot take both PHIL 6 and PHIL 8

Total: 60.0

5.6 Credit for Prior Learning

- AUTO L1L2 Smog Level One and Level Two
- AUTO SDR Specified Diagnostic and Repair
- MATH 1 Calculus I
- MATH 2 Calculus II

LAS POSITAS COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
1. Completed a BAR certified Level one and Level two class. May be taken as one or two classes. Classes may be taken in any form and from any BAR certified school. To receive credit for L1L2 student must have taken both Level 1 and Level 2. Must have been completed in the last five years with a passing grade.
or
2. Current and valid California smog licence. Must have both EI and EO.
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
1. Completed a BAR certified SDR (Specified Diagnostic and Repair) class. May be taken as one, two or three classes. Classes may be taken in any form and from any BAR certified school. To receive credit for SDR student must have taken A6 alternative, A8 alternative and L1 alternative. Must have been completed in the last five years with a passing grade.
or
2. Current and valid California smog licence. Must have both EI and EO.
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Additional Detail (List articulated courses, etc.) No
Effective Term Spring 2025

LAS POSITAS COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Additional Detail (List articulated courses, etc.) No
Effective Term Spring 2025