

Las Positas College  
Curriculum Committee Meeting  
9/16/2024  
5.0 First Reading Packet

## 5.1 Course Deactivations

**Justification:** The course has not been offered in years and there are no plans to offer it in the future.

- AJ 74 Gangs and Drugs **Fall 2025**

**Justification:** The courses have never been offered.

- AJ 87A PC 832 Arrest **Fall 2025**
- AJ 87B PC 832 Firearms **Fall 2025**

**Justification:** LPC no longer administers the instructional services agreement with the Alameda County Sheriff's Office.

- AJ 1 Basic Academy Modular Level One **Fall 2025**
- AJ 9954 Defensive Tactics Instructor **Fall 2025**
- AJ 9965 Internal Affairs Investigations **Fall 2025**
- AJ 9969 Firearms Instructor **Fall 2025**
- AJ 9979 Basic Polic Cyclist **Fall 2025**
- AJ 9980 Rifle Marksmanship and Sniper/Observer **Fall 2025**
- AJ 9982 Patrol Rifle Instructor **Fall 2025**
- AJ 9987 Basic S.W.A.T. **Fall 2025**
- AJ 9997 Law Enforcement Academy **Fall 2025**
- AJ 9998 POST Basic Supervisory **Fall 2025**

**Justification:** This program needs a massive infusion of funding to be able to offer the courses, and we also lack facilities that won't be available in the foreseeable future.

- AMT 50 Success in Aviation Maintenance Technology **Spring 2025**
- AMT 52 Basic Science of Aviation Maintenance Technology **Spring 2025**
- AMT 52L Basic Science of Aviation Maintenance Technology Laboratory **Spring 2025**
- AMT 54 Survey of Aviation Maintenance Technology **Spring 2025**
- AMT 54L Survey of Aviation Maintenance Technology Laboratory **Spring 2025**
- AMT 60 Airframe Systems I **Spring 2025**
- AMT 60L Airframe Systems I Laboratory **Spring 2025**

- AMT 62 Airframe Systems II **Spring 2025**
- AMT 62L Airframe Systems II Laboratory **Spring 2025**
- AMT 64 Airframe Systems III **Spring 2025**
- AMT 64L Airframe Systems III Laboratory **Spring 2025**
- AMT 70 Theory of Powerplants I **Spring 2025**
- AMT 70L Theory of Powerplants I Laboratory **Spring 2025**
- AMT 72 Theory of Powerplants II **Spring 2025**
- AMT 72L Theory of Powerplants II Laboratory **Spring 2025**
- AMT 74 Advanced Powerplants I **Spring 2025**
- AMT 74L Advanced Powerplants I Laboratory **Spring 2025**
- AMT 76 Advanced Powerplants II **Spring 2025**
- AMT 76L Advanced Powerplants II Laboratory **Spring 2025**
- AMT 80 Aviation Maintenance Technology Test Preparation **Spring 2025**

**Justification:** This course has not been offered in years with no intention to offer it in the future.

- CMST 5 Reader's Theater **Fall 2025**

**Justification:** Course has not been offered in years due to low enrollment.

- ECON 5 Economic History of the US **Fall 2025**

**Justification:** Success rates in English 1AEX did not show significant improvements over those in English 1A. After a lengthy process of studying best practices and planning curriculum, the English department has created a new model of providing additional reading and writing support to students who desire it in the form of ENG 115/NENG 215, Personalized Coaching. We feel this model will better serve students taking any class that involves reading and writing, and it is not limited to students taking English 1A.

- ENG 1AEX Critical Reading and Composition Expanded **Fall 2025**

**Justification:** Not offered and lack funding and faculty.

- MUS 20A Elementary Guitar **Fall 2025**
- MUS 20B Study of Guitar **Fall 2025**
- MUS 20C Advanced Guitar **Fall 2025**

## 5.2 Program Deactivations

**Justification:** This program needs a massive infusion of funding to be able to offer the courses and also lacks facilities that won't be available in the foreseeable future.

- Aviation Maintenance Technology: Airframe Technician, AS **Fall 2025**
- Aviation Maintenance Technology: Airframe Technician, CA **Fall 2025**
- Aviation Maintenance Technology: Powerplant Technician, AS **Fall 2025**
- Aviation Maintenance Technology: Powerplant Technician, CA **Fall 2025**

**Justification:** Students entering college Fall 2025 can no longer use this GE pattern.

- CSU General Education Breadth, CA **Fall 2025**
- IGETC (Intersegmental General Education Transfer Curriculum), CA **Fall 2025**

## 5.3 Program Modifications

- VWT 47 Wines of California **Fall 2025**



## Course Modification: VWT 47 - Wines of California

Course Modification: VWT 47 - Wines of California (Approved - Implemented 08-15-2025)  
 compared with  
 VWT 47 - Wine Regions/Wines of Calif (Active - Implemented 07-20-2016)

### Cover

Subject VWT

Course Number 47

Course Title ~~Wine Regions/~~ Wines of ~~Calif~~ California

Effective Term ~~Spring~~ Fall ~~2017~~ 2025

TOP Code 0104.00 - Viticulture, Enology and Wine Business\*

Basic Skills Status N - Not Basic Skills

SAM Priority Code C - Clearly Occupational

Prior Transfer Level Y - Not applicable

#### Catalog Description

Introduction to wines produced in California by region, including history, viticultural practices and winemaking styles. There is a strong emphasis on the sensory evaluation of representative California wines. There is a materials fee associated with this class. Students under the age of 21 must have a declared major of viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989.

Material fees apply to this course?

This course is part of a new program No

Enter program name

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

### Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

1. Course 0 0

### Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 3.000

Max Units 0.000

Lab No

Min Units

Max Units

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

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

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

Justification for Repeatability

Course Grading Optional

### Cross Listing

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This course is part of the following cross listing

Additional Cross Listing Information

### Credit for Prior Learning

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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**

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**Minimum Qualification**

1. **Minimum Qualification Agricultural Production Interdisciplinary Condition**

**Agricultural Production**

(Animal science, plant science, beekeeping, aquaculture)

**Measurable Objectives**

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**Objectives**

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

1. **Objective Text**  
Identify California winemaking regions and describe their respective viticultural characteristics
2. **Objective Text**  
**evaluate Evaluate** the relationship between viticulture practices and the resulting wines
3. **Objective Text**  
**evaluate Evaluate** the principal varieties of wine and the varied styles produced in California
4. **Objective Text**  
**describe Describe** California wine-grape producing regions and **thier their** typical winemaking methods
5. **Objective Text**  
**differentiate Differentiate** the climate, soil and geographic factors that contribute to the uniqueness of the regions studied
6. **Objective Text**  
**qualitatively Qualitatively** analyze wines that represent a variety of wine grapes, origins, **syyles styles**, vintages, and production techniques.



## Course Content

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### Lecture Content

1. Introduction to wine tasting
  1. Learning how to taste and qualitatively evaluate wine
  2. Physiology and sociology of wine consumption
  3. Wine service protocols
2. Understanding what is an Approved Viticultural Area
  1. Viticultural areas as defined by the BATF/TTB
3. Factors contributing to the distinctiveness of a wine region
  1. Site specifics
  2. Geography and topography
    1. Elevation
    2. Latitude
  3. Climate and weather
    1. Macro/Meso/Micro-climates
  4. Soil specifics impacting varietal development
    1. Geology
    2. Slope
    3. Aspect
4. Wines from the major wine producing regions of California
  1. North coast
    1. Napa
    2. Sonoma
    3. Mendocino
    4. Livermore
  2. Central coast
    1. Santa Barbara
    2. Monterey
    3. San ~~Louis~~ Luis Obispo
  3. Central Valley
    1. Lodi
  4. California foothills
    1. Amador
    2. El Dorado

### Lab Content

### Work Experience Content

## Methods of Instruction

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Check all that apply:

- Audio-visual Activity
  - Comments**
  - Audio and visual presentations
- Discussion

**Comments**

- Lecture

**Comments**

Other Yes

1. **Explain**

Sensory evaluation of representative wines

**Equity Based Curriculum**

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- [\\_ Course Content](#)  
[Address](#) [\\_ Contributions to viticulture and enology from diverse communities included.](#)

**Typical Assignments**

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**Typical Assignments**1. **Assignment Type****Add Assignment**

A. Weekly reading assignments

1. Read Contra Costa County in Part II in The New California Wine (The New Terrior; California Road Trip) pgs 106-108

2. Complete assigned homework questions

B. Internet research of assigning topic

1. Visit the Website for the Livermore Valley Wine Grower's Association and research the leading wineries in the Valley.

C. Pick a winery located in the Sierra Foothills and write a 1-2 page paper on the sales and marketing strategies identified.

**Legacy Text**

A. Weekly reading assignments

1. Read Contra Costa County in Part II in The New California Wine (The New Terrior; California Road Trip) pgs 106-108

2. Complete assigned homework questions

B. Internet research of assigning topic

1. Visit the Website for the Livermore Valley Wine Grower's Association and research the leading wineries in the Valley.

C. Pick a winery located in the Sierra Foothills and write a 1-2 page paper on the sales and marketing strategies identified.

## Student Learning Outcomes

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### Learning Outcomes

1. **Outcome Text**

Upon completion of VWT 47, students should be able to accurately describe a wine's qualities.

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

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### Requisites

### Catalog View

## Methods of Evaluation

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### Methods

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

- Exams/Tests  
Frequency  
[At least 2 exams/tests/quizzes per semester](#)
- Quizzes  
Frequency  
[At instructor's discretion](#)
- Papers  
Frequency  
[At least one per semester](#)
- Class Participation  
Frequency  
[Weekly](#)
- Home Work  
Frequency  
[Weekly](#)

Other No

Please Explain

Legacy Frequency

1. ~~2-3 exams evenly spaced during the semester~~
2. ~~Quizzes given at the instructors discretion~~
3. ~~One paper reflecting the subject matter due at the end of the semester~~
4. ~~Regular and active participation in class meetings; evaluated class to class~~
5. ~~Homework assigned each class meeting~~

## Distance Education

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

Curriculum Committee Approval Date

Effective Term

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

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

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

Delivery Methods

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

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

Fully Online: All of the course materials can be delivered effectively fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Virtual wine tastings can be held online to allow students the additional experience of tasting instructor-curated wines from various new world appellations.

Partially Online: While all of the course materials can be delivered effectively online, offering the course partially

online with some face-to-face may be more FUN. Some face-to-face tastings can be held to allow students the additional experience of tasting (in person) a larger selection of instructor curated wines from various new world appellations.

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

I had a robust conversation with my faculty, colleagues, alumni, my Dean, and my Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.

Additionally, I have been offering a different course (VWT 1) in an emergency fully online mode for Fall 2020, and I have come to realize that virtual wine tastings of instructor-curated wines, offered via Zoom/ConferZoom, can be done to the same standard of quality as face-to-face.

**Emergency Delivery Methods**

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

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

**Accessibility**

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

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

Other No

**Explain**

**Syllabus**

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

Other No

**Explain**

**Measurable Objectives Compared to a Traditional 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

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### Instructor-Student Interaction

Regular effective contact between the instructor and students is 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 contact - 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

Participate in 1 discussion board per week, and provide feedback to each student on a weekly 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

Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered: quizzes will be at least 5 times a semester and there will be two exams).

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

#### Frequency

A minimum of 1 announcement per week.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

#### Frequency

When offered in a FO mode, students will participate in virtual tastings via web conferencing at least 5 times per semester.

- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*

**Frequency**

A minimum of 3 posts per semester on the VWT Facebook page.

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

**Frequency**

When offered in a PO mode, students will come to campus for face-to-face tastings at least 5 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**

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**

A minimum of 8 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**

1 per semester.

- **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 (VWT Facebook page).

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

**Frequency**

When offered in a FO mode, students interact with each other in virtual tastings at least 5 times per semester.

- **Other:**

**Frequency**

When offered in a PO mode, students will interact with each other in face-to-face tastings at least 5 times per semester.

### Student-Content Interaction

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

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*  
Frequency  
1 per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*  
Frequency  
1 per semester.
- **Written papers:** *Papers will be written on various topics.*  
Frequency  
1 per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*  
Frequency  
1 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*  
Frequency  
A minimum of 5 quizzes and 2 exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*  
Frequency  
12 asynchronous per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*  
Frequency  
A minimum of 5 short videos per semester.
- **Field Trips:** *Students will attend live or virtual field trips.*  
Frequency  
1 per semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*  
Frequency  
1 per semester.
- **Other:**  
Frequency  
1 per semester.

## Textbooks/Materials

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Publisher Textbooks Yes

OER Textbooks No

Manuals/Periodicals No

Software No



Other No  
Textbook

1. **Author(s)** Mike Desimone, Jeff Jenssen  
**Title** Wines of California; The Comprehensive Guide  
**Edition** 1st  
**Publisher** Sterling Epicure  
**ISBN-13**  
**Year** ~~2014~~ 2015  
**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**  
Updated copyright  
**Or Equivalent** No
2. **Author(s)** Jon ~~Bonne'~~ Bonné  
**Title** The New California Wine; A Guide to the Producers and Wines Behind a Revolution in Taste  
**Edition** 1st  
**Publisher** Ten Speed Press  
**ISBN-13**  
**Year** 2013  
**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**  
corrected author's name spelling  
**Or Equivalent** No
3. **Author(s)** Jancis Robinson  
**Title** American Wine; The Ultimate Companion to the Wines and Wineries of the United States  
**Edition** 1st  
**Publisher** University of California Press  
**ISBN-13**  
**Year** 2012  
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) \_  
Or Equivalent \_ No
4. Author(s) \_ Hugh Johnson, Jancis Robinson  
Title \_ The World Atlas of Wine  
Edition \_ 8th  
Publisher \_ Octopus Publishing Group  
ISBN-13 \_  
Year \_ 2019  
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) \_  
Or Equivalent \_ No
5. Author(s) \_ Karen MacNeil  
Title \_ The Wine Bible  
Edition \_ 3rd  
Publisher \_ Workman Publishing  
ISBN-13 \_  
Year \_ 2022  
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) \_  
Or Equivalent \_ No
6. Author(s) \_ Bruce Cass, Jancis Robinson

**Title** \_ [The Oxford Companion the Wines of North America](#)

**Edition** \_ 1st

**Publisher** \_ [Oxford University Press](#)

**ISBN-13** \_

**Year** \_ 2000

**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** \_  
[classic reference text for North American wines](#)

**Or Equivalent** \_ No

7. **Author(s)** \_ [Susan Keevil](#)

**Title** \_ [On California: From Napa to Nebbiolo...Wine Tales from the Golden State](#)

**Edition** \_ 1st

**Publisher** \_ [Académie du Vin Library](#)

**ISBN-13** \_

**Year** \_ 2021

**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

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1. **Enter Required Material**

There is a materials fee for this course.

## Library

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**Sufficient Resources** Yes

**Additional Resources Needed**

No

**New Databases Needed**

No

Other

## General Education/Transfer Request

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**This course has a GE component** Yes

**Transferability**

**CSU transfer** Yes

- Transfers to CSU

**Comments**

**New Request** No [Yes](#)

Already Approved No  
Effective Semester

**Cal-GETC** No

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

**UC transfer** No

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

**C-ID proposal** No

C-ID

**Las Positas College GE** No

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

**CSU GE** No

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

**CSU American Institutions** No

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

**IGETC** No

- Transfers to CSU

**Comments**New Request ~~No~~ Yes

Already approved substantial change No

Already approved unsubstantial change No

Effective Semester

**Other articulation requests/comments** No

## Course Articulation

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

Course Articulation

## Supporting Documents

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Attached File

## Codes and Dates

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**Course Codes**

Originator Everett, David

**Origination Date**~~08 11 / 06 05 / 2021~~ 2023**Proposal Type**

Course Modification

**Parent Course**

No Previous Course

**Entry of Special Dates**

- Board of Trustees

06/21/2016

- State Approval

07/14/2016

- CC Approval

~~12 03 / 01 06 / 2003~~ 2024**Instructional Services**Effective Term ~~Spring Fall 2017~~ 2025**Implementation Date**~~07 08 / 20 15 / 2016~~2025**UC Approval Date**

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000574801

**CB03: TOP Code**

010400 - Viticulture, Enology and Wine Business

**CIP Code**

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

B - Transferable to CSU only.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

**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**

## 5.4 Credit for Prior Learning Requests

- AJ 50 Introduction to Administration of Justice **Credit for Industry Recognized Training**
- AJ 55 Introduction to Correctional Science **Credit for Industry Recognized Training**
- AJ 63 Criminal Relations **Credit for Industry Recognized Training**
- AJ 66 Juvenile Procedures **Credit for Industry Recognized Training**
- AJ 68 Police Ethics and Leadership **Credit for Industry Recognized Training**
- AJ 70 Community Relations **Credit for Industry Recognized Training**



**LAS POSITAS**  
COLLEGE

## Credit for Prior Learning

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**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 Yes**

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

AR-2201-0655 (Military Police Basic Officer Leader-Branch)

AR-1728-0188 (U.S Army Civilian Police Academy)

MC-1728-0012 (Military Police Basic)

MC-1728-0016 (Military Police Officer Basic)

**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.**

California Commission on Peace Officer Standards and Training (POST) Basic Certificate. No recency requirement.

**Courses (including this one) for which a student will earn credit:**

AJ50 Intro to Administration of Justice

AJ60 Criminal Law

AJ61 Evidence

AJ70 Community Relations

AJ63 Criminal Investigation

AJ66 Juvenile Procedures

AJ55 Intro to Correctional Science

AJ68 Police Ethics & Leadership

**Additional Detail (List articulated courses, etc.) Yes**

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

See attached



**LAS POSITAS**  
COLLEGE

## Credit for Prior Learning

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**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** Yes

**Credit-by-Industry-Recognized-Training** Yes

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## 5.5 LPC Curriculum Committee Policies **Fall 2025**

- CCP 1000 Curriculum Effective Term **New**
- CCP 1010 Course Review Cycle **New**
- CCP 1020 Sunsetting Courses **Revision**
- CCP 1030 General Education Philosophy **Revision**
- CCP 1040 Associate Degree General Education **Revision**

**CCP 1000 CURRICULUM EFFECTIVE TERM**

**Courses**

- For new courses and course modifications, the effective term of the Course Outline of Record shall be a Fall term in a calendar year that is no sooner than the calendar year following the calendar year in which the curriculum was approved by the Curriculum Committee.
- For Distance Education Addendum modifications, the effective term of the Distance Education Addendum can be no sooner than the same term in which the curriculum was approved by the Curriculum Committee.
- For Credit for Prior Learning modifications, the effective term of the Credit for Prior Learning changes can be no sooner than the same term in which the curriculum was approved by the Curriculum Committee.

**Programs**

- For new programs and program modifications, the effective term of the Narrative and Program Requirements shall be a Fall term that is no sooner than the calendar year following the calendar year in which the curriculum was approved by the Curriculum Committee.
- For Program Map modifications, the effective term of the Program Map changes shall be a Fall term that is no sooner than the calendar year following the calendar year in which the curriculum was approved by the Curriculum Committee.

**Deactivations**

- For Course and Program deactivations, the effective term can be no sooner than the term following the term in which the deactivation was approved by the Curriculum Committee.

Exceptions and modifications to this policy shall be made in consultation with Academic Services and Student Services.

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**Adopted:** September XX, 2024

**CCP 1010 COURSE REVIEW CYCLE**

Courses will be reviewed by the curriculum committee over a five-year cycle. Faculty will be notified to update a course at the beginning of the fall term four years after the effective term of the current active course outline of record.

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**Adopted:** September XX, 2024

**CCP 1020 SUNSETTING COURSES**

At the beginning of the fall semester, a list of courses that have not been reviewed by the Curriculum Committee in six or more years (out-of-compliance) and courses that have not been scheduled to be offered in the last three years will be sent to the relevant Divisions, putting the department faculty and their Deans on notice that their courses will be reviewed by the Curriculum Committee for deactivation effective the following fall semester. Courses that are out-of-compliance may avoid deactivation by faculty submitting a course modification through CurriQunet by the deadline determined by the Curriculum Chair in consultation with the VP of Academic Services.

A course not offered in the last three academic years may avoid deactivation (exemption) by faculty submitting a justification for not deactivating a course to the Curriculum Chair. The justification should address:

1. The last time the course was offered.
2. Why the course currently isn't being offered.
3. When is the course expected to be put on schedule.
4. Has there been any attempts to put the course schedule in the past six years.
5. Why the course should not be deactivated.

Exemptions are initially reviewed by the Curriculum Chair in consultation with the course discipline faculty coordinator, the Division Dean, and the VP of Academic Services. Any courses granted exemptions require approval by the Curriculum Committee before the end of the semester.

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**Adopted:** November 1, 2018, Revised September XX, 2024



**CCP 1030 GENERAL EDUCATION PHILOSOPHY**

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

**General Education:**

- Provides skills and proficiencies needed to succeed in an academic environment as well as in our continually changing world.
- Exposes students to core knowledge, concepts, and methodologies of the Arts, Humanities, [Ethnic Studies](#), and the Natural and Social Sciences.
- Develops students' appreciation for the cultures and history of the United States and prepares them to participate in our democracy.
- Familiarizes students with a diversity of viewpoints by exposing them to the history and cultures of other countries.
- Advances students' critical thinking skills, enabling them to access, examine, and assess issues and information.
- Hones students' reading, speaking, and writing skills, enabling them to communicate clearly, effectively, and creatively.
- Promotes the development of students' quantitative competencies, to strengthen analytical thinking, and gain the ability to evaluate and access informational technology.
- Increases students' understanding of the physical and biological sciences, the scientific method, and the reliability and limitations of scientific knowledge.

- Deepens students' awareness about the importance of self-care and wellness and teaches methods for maintaining physical and mental health.
- Encourages students to cultivate new interests and develop their abilities to search for answers, recognizing that an educated person understands how much more there is to learn.

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**Adopted:** September XX, 2024

**CCP 1040 ASSOCIATE DEGREE GENERAL EDUCATION**

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

**Las Positas College Associate Degree General Education Pattern**

The following pattern is for used for the Associate of Arts (AA) and Associate of Science (AS) degrees. Courses in Area 1 and Area 2 must be completed with a "C" or "P" or higher.

Area 1: English Composition, Oral Communication, and Critical Thinking

Area 1A: English Composition (3 semester units)

Area 1B: Oral Communication and Critical Thinking (3 semester units)

Area 2: Mathematical Concepts and Quantitative Reasoning (3 semester units)

Area 3: Arts and Humanities (3 semester units)

Area 4: Social and Behavioral Sciences (3 semester units)

Area 5: Natural Sciences (3 semester units)

Area 6: Ethnic Studies (3 semester units)

Area 7: Kinesiology (1 semester unit)

Area 8: Health (3 semester units – AA Requirement Only)

Area 9: American Institutions (3 semester units – AA Requirement Only)

Courses that fulfill an Area shall satisfy the following standards:

**Area 1A: English Composition**

**Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.** Courses in English Composition should require that students demonstrate reading comprehension for a range of college-level texts, write essays demonstrating college-level reasoning and organization in academic prose, and apply basic research skills in written form.

**Area 1B: Oral Communication and Critical Thinking**

Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

Courses in Oral Communication are designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include faculty-supervised, faculty-evaluated oral presentations in the presence of others (physically or virtually).

Courses in Critical Thinking should require that students analyze, synthesize and evaluate academic and cultural texts, write complex argumentative essays, demonstrate critical thinking skills in class discussion and in writing, and use appropriate research techniques to produce an acceptable research paper.

### **Area 2: Mathematical Concepts and Quantitative Reasoning**

Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

### **Area 3: Arts and Humanities**

Courses in the arts and humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation and develop students' aesthetic understandings and abilities to make value judgments.

Through completing courses in this area, students will do the following:

- gain an awareness and appreciation of traditional creative disciplines, such as the visual arts, music, literature, film, and performative arts.

- increase the awareness and understanding of philosophical thought, spiritual values, mythological lessons, political and social institutions, and foreign languages.
- employ critical thinking, investigative methods, and personal reflection to create and shape value judgments based on expanded perspectives provided by these subjects

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

#### **Area 4: Social and Behavioral Sciences**

Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate.

Through completing courses in this area, students will do the following:

- gain a broad understanding of the historic foundations of social change, intellectual ideas, and various cultural practices that shape the contemporary human social world
- develop global consciousness and multicultural awareness by appreciating the contributions of all people, especially those of historically underrepresented backgrounds
- analyze problems and issues using the respective disciplinary principles, methodologies, value systems, and ethics of social and behavioral sciences.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, women's studies, and related disciplines.

**Area 5: Natural Sciences (3 semester units)**

Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

**Area 6: Ethnic Studies**

Courses in ethnic studies examine the course examines the diverse histories, current issues, and unique lived experiences of major American racial and ethnic groups along with the intersectionality of racial and ethnic identities with other forms of social identity in the social, cultural, and political contexts.

Courses in this area require students to do the following:

- critically examine and articulate concepts of ethnic studies
- apply theory and knowledge produced by one of the major American racial and ethnic groups.
- critically analyze the concept of intersectionality.
- examine issues facing main ethnic groups in the relevant structural contexts.

Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

**Area 7: Kinesiology**

Courses in Kinesiology require students to develop an awareness of the importance of a healthy lifestyle through physical activity, focus on the development of overall well-being through physical activity, and incorporate key principles of healthy lifestyle and physical activity to enhance quality of life.

Courses in Kinesiology include a variety of physical activity and dance courses.

**Area 8: Health (AA Requirement Only)**

Courses in Health require students to learn health and wellness concepts, critically evaluate scientifically derived knowledge about health, identify methods for -and challenges of- maintaining a healthy lifestyle, describe relationships of personal, community, and global health issues.

Courses in Health include health, early childhood education, psychology, nutrition, kinesiology and related disciplines.

**Area 9: American Institutions (AA Requirement Only)**

Courses in this area fulfill the CSU U.S. History, Constitution, and American Ideals graduation requirement which calls for study in 3 areas:

- The historical development of American institutions and ideals (Area US-1).
- The Constitution of the United States and the operation of representative democratic government under the Constitution (Area US-2).
- The process of California state and local government (Area US-3).

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**Adopted:** September XX, 2024