

Las Positas College
Curriculum Committee Meeting
9/30/2024
6.0 Second Reading/Voting Packet

6.1 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**

6.2 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**

6.3 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

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

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

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

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

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

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

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

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

Agricultural Production

(Animal science, plant science, beekeeping, aquaculture)

Measurable Objectives

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, ~~sytyles~~ styles, vintages, and production techniques.

Course Content

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

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

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

Typical Assignments

Typical Assignments1. **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

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

Requisites

Catalog View

Methods of Evaluation

Methods

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

- Exams/Tests
Frequency
[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

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

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

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

v

1. **Enter Required Material**

There is a materials fee for this course.

Library

Sufficient Resources [Yes](#)

Additional Resources Needed

[No](#)

New Databases Needed

[No](#)

Other

General Education/Transfer Request

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

CommentsNew Request ~~No~~ Yes

Already approved substantial change No

Already approved unsubstantial change No

Effective Semester

Other articulation requests/comments No

Course Articulation

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

Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator 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

6.4 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

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

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

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.

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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

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.

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.) No



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Additional Detail (List articulated courses, etc.) No



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AJ68 Police Ethics & Leadership

Additional Detail (List articulated courses, etc.) No

6.5 LPC Curriculum Committee Policies

- CCP 1010 Course Review Cycle **New**
- CCP 1020 Sunsetting Courses **Revision**
- CCP 1030 General Education Philosophy **Revision**

CCP 1010 COURSE REVIEW CYCLE

Courses will be reviewed by the curriculum committee on 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.

Adopted: September 30, 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, informing the department faculty and their Deans 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. When the course was last offered.
2. Why the course currently isn't being offered.
3. When the course is expected to be put on schedule.
4. Whether there have 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.

Adopted: November 1, 2018, Revised September 30, 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.

Adopted: September 30, 2024