Las Positas College

Curriculum Committee Meeting

04/20/2026

6.0 Second Reading/Voting Packet

6.1. New Courses

Course Outline of Record – Effective Term: **Fall 2027**

- NJAM 221 Journalism and Media Studies

Distance Education (DE) – Effective Term: **Fall 2027**

- NJAM 221 Journalism and Media Studies (FO, PO)

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Admin Outline for Noncredit Journalism and Media Studies 221
Journalism and Media Studies

Effective: Fall 2027

Catalog Description:

NJAM 221 - Journalism and Media Studies
54 - 108 Hours

In this course, students practice and refine journalism skills, including recognizing, acquiring, producing, and distributing content for the print and online editions of the student media. Students gain hands-on experience in creating visual and written content for student media. The focus is on basic concepts related to visual and written content, business management, graphic arts, design, social media, and leadership and editing skills. 18 hours lecture, - 54 hours laboratory.

Total Lecture Hours	18
Total Lab Hours	0 - 54
Total Inside of Class Hours	18 - 72
Total Outside of Class Hours	36
Total Student Learning Hours	54 - 108

Course Grading:

Optional

Justification for course proposal

This course is noncredit. Students will develop hands-on experience creating print and online media.

Discipline:

Journalism, or Mass Communication

Student Learning Outcomes

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

A. Show understanding of the processes of distribution of content on different media platforms.
B. Show knowledge of media production by developing print and online content that contain written, visual, and multimedia elements.
C. Critique the media produced, demonstrating increasing understanding of media standards, including effective use of writing style, visuals, design, layout, and editing.

Course Objectives:

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

A. Practice standards of ethics and explain media law regarding matters of libel and privacy
B. Work to improve the print and online media continuously to better meet the needs of the readership of the Las Positas College community
C. Explain the roles of photography, visuals, social media, and multimedia in media
D. Explain, practice, and demonstrate appropriate media style
E. Develop and apply skills in writing, editing, critical thinking, page design, visual planning, and online content development
F. Participate in overall content development, coverage, application of media policies, print and online production, and collaborative decision-making
G. Explain the roles of writers, editors, the online and print production staff, and the business staff as outlined in course materials, take part in issue planning and in meeting all deadlines, and explain and demonstrate specific skills pertaining to role assumed
H. Explain and demonstrate skills related to producing different types of media

Course Content:

Lecture:

1. Preparing for, researching, and writing media content
    1. Defining audience and content
    2. Finding and recognizing content
    3. Conducting research and interviews
    4. Organizing your thinking
    5. Writing content
    6. Revising content
    7. Working with an editor to revise content
2. Overview of media staff and the production process
    1. The roles of writers, editors, business staff, visual creators, multimedia creators, and the online and print production staff
    2. The elements of production, including planning, assignments, deadlines, editing, revisions, online and print production, and post-production
3. Preparing for print and online media production
    1. Content development
    2. Content coverage
    3. Media policies
    4. Functioning as a member of a team.
    5. Page design
    6. Web content management
4. Writing, layout, design, and online and print media production
    1. Introduction to print and online writing
    2. Practice writing in print and online
    3. Introduction to layout and graphic design
    4. Practice using layout and graphic design
    5. Introduction to online production

6. Practice using online production methods
5. Journalistic style, standards, and values
    1. The Associated Press Style Guide
        1. Overview
        2. Use
    2. Media styles
    3. The importance of the media lead and nut graph
    4. Accuracy as the foundation of journalism and media
6. Beginning photojournalism and multimedia techniques
    1. Shooting and selecting photographs for print and online publication
    2. Planning for multimedia, including videos and audio
    3. Using social media to enhance media coverage and outreach
7. The media's evolving audience
    1. Outreach
    2. Advertising
    3. Online presence
        1. Website
        2. Social media
    4. Distribution
8. Ethical and legal issues in media and journalism
    1. Ethical issues

Lab Activities:

1. Staff Meetings — Plan and hold staff meetings to plan for print and online production of all elements of media.
2. Editorial Board Meetings — Participate in editorial board meetings to define leadership tasks and goals and to work effectively with all members of the team.
3. Story and Visual Media Creation — Work with staff to recognize and acquire sources, visuals, and graphics for all content.
4. Story and Visual Media Editing — Work with staff to edit and revise content for online and print production.
5. Design and Production — Work with staff to design, edit, and layout content using different media platforms and software and working with various text and visual attributes to create effective media.
6. Distribute — Distribute content to the campus community and online using different media.

Methods of Instruction:

1. Critique - Class critiques of media for strengths and weaknesses. Students will be asked to take a leadership role in the critiques.
2. Field Trips - to relevant locations such as newspapers, television stations, media outlets, or conferences.
3. Guest Lecturers - in media or journalism-related fields.
4. Individualized Instruction - coached supervision in necessary activities such as leadership, communicating and collaborating with colleagues, editing, writing, copyediting, online and print production, and proofreading.
5. Lecture - Covering all phases of media production, writing, creating visuals, online and print production, and distribution.

6. Projects - Take a leadership role in guiding production of medi, including writing, editing, guiding, and creating multimedia projects.
7. Brainstorming/planning/discussing at staff meetings and in editorial board meetings.
8. Group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel and students demonstrating increasing proficiency in leading, guiding, and collaborating with others.
9. Promote the inclusion of all students by providing a variety of instructional approaches, including lecture, lab, discussion, and one-on-one learning.
10. Course materials are made accessible using universal design for the presentation of assignments in the course management software.

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly.
C. Group Projects
    1. Weekly.
D. Individual consultation with students
    1. Twice per semester. During these consultations, faculty will advance equitable student outcomes by discussing each student's needs and progress in the class.
E. Lab Activities
    1. Weekly.
F. Projects
    1. Weekly
G. Research Projects
    1. Once per semester.
H. Students are provided options when demonstrating their learning, including written responses, multimedia responses, and one-on-one meetings.

Typical Outside-of-Class Assignments

A. Other:
    1. Assignments advance equitable student outcomes by providing coverage of diverse issues on campus.
B. Writing:
    1. Prepare for, research, write, and produce online content featuring relevant campus events. This coverage gives students creative freedom, allowing them to draw from their existing knowledge and experience as part of the creative process
    2. Prepare for, research, write, vet, edit, and publish content about a significant legal or ethical issue relevant to readers. Students have creative freedom in this process, allowing them to draw from their existing knowledge and experience as part of the creative process.
C. Project:

1. Review all media published during a period covered by a contest (usually one year), select the best content, and, working with the adviser, submit the work for judging. The selection process gives students creative freedom, allowing them to draw from their existing knowledge and experience as part of the process.

Textbooks (Typical):

OER:

1. Tara Cuslidge-Staiano *A Guide to Newswriting*. 2nd /e, San Joaquin Delta College, 2022. file:///Users/Express/Downloads/NewswritingGuide%2520And%2520Attachments%2520%25281%2529%20(2).pdf.

Textbook:

1. Bill Kovach, Tom Rosenstiel *The Elements of Journalism*. 4th ed., Crown, 2021.
2. Associated Press *The Associated Press Stylebook and Briefing on Media Law 2024-26*. 57th ed., Basic Books, 2024.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation
- Typical Assignments

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
It will be offered online to allow for flexibility for faculty and students. After consulting with my dean and colleagues, we decided to offer all media production classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.

Explain how the decision was made to offer this course in a Distance Education mode.
This course will be offered partially or fully online to fit with other courses in the program. The decision was made after discussion with my colleague and our dean and after hearing from students in the class.

Accessibility:

- 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:

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

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **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.
- **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: We will meet as a class two times per week. Individual web conferencing will also take place as a supplement on an as-needed basis.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Social networking is used several times per week.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: This will be done on an as-needed basis.
- **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: This will be done on a weekly basis.

- **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.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Students will email each other on a weekly basis to produce content for media.
- **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 with editors on a weekly basis to produce content for the media.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: This will be done on a weekly basis.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: This will be done on a weekly basis.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Social networking is used several times per week.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: We will meet as a class two times per week. Students will interact with each other during these conferences and may set up additional times to meet.

Student-Content Interaction

- **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 occur on a weekly basis.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: This will occur on a weekly basis.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Leadership Checks will be included in the class on a monthly basis. A final group project will be given during finals week.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once per week synchronous lectures will be given. Asynchronous and synchronous guest lectures are also planned.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Two times per month video will be used to help with understanding.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Two virtual field trips per semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: This will be done on a weekly basis.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: This will be done on a weekly basis.

Codes and Dates

Course CB Codes

CB03: TOP Code

060200 - Journalism

CIP Code

09.0401 - Journalism.

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

I - Short-term Vocational: Includes programs with high employment potential

6.2. Course Modifications

Course Outline of Record – Effective Term: **Fall 2027**

- ECE 42 Early Childhood Math and Science
- GEOG 1 Introduction to Physical Geography
- GEOG 1L Introduction to Physical Geography Laboratory
- GEOG 2 Cultural Geography
- GEOG 5 World Regional Geography
- GEOG 8 Introduction to Atmospheric Science
- GEOG 15 Introduction to GIS
- JAMS 21D Express College Newspaper D

Enrollment Limitations – Effective Term: **Fall 2027**

- ECE 42 Early Childhood Math and Science
- GEOG 1L Introduction to Physical Geography Laboratory
- JAMS 21D Express College Newspaper D

Distance Education (DE) – Effective Term: **Fall 2027**

- GEOG 1 Introduction to Physical Geography (FO)
- GEOG 2 Cultural Geography (FO)
- GEOG 5 World Regional Geography (FO)
- GEOG 15 Introduction to GIS (FO, EFO)

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Admin Outline Comparison

Course Modification: ECE 42 - Early Childhood Math and Science

Course Modification: ECE 42 - Early Childhood Math and Science (Launched - Implemented 03-08-2026)
compared with
ECE 42 - Early Childhood Math and Science (Active - Implemented 08-15-2019)

Admin Outline for Early Care and Education 42
Early Childhood Math and Science

Effective: ~~Spring~~ Fall
~~2019~~ 2027

Catalog Description:

ECE 42 - Early Childhood Math and Science
3.00 Units

An examination of the constructivist approach to teaching science, technology, engineering and mathematics (STEM) to young children; emphasizing application to everyday experiences of children. 3 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ECE 63

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Enhance children's natural interest in using mathematics to make sense of their world.
B. Build on children's background experience and knowledge to introduce and build upon early math and science skills
C. Strengthen children's problem-solving and reasoning processes as well as representing, communicating, and connecting mathematical and scientific ideas.
D. Identify the sequences of important mathematical and scientific concepts for children birth to age eight.

Course Objectives:

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

A. Define the theories, standards and guiding principles associated with the teaching of mathematics and science to young children
B. Explain the pedagogical role of play in teaching science, technology, engineering and mathematics (STEM) to children
C. Demonstrate familiarity with the use of a variety of tools and simple machines which can be used by young children to solve problems of interest to them
D. Identify developmentally appropriate concepts and terminology (subject matter content) in mathematics, physical science, and natural science
E. Apply the principles of developmentally appropriate practice to develop and evaluate environments and curriculum that facilitate math and science learning in young children.
F. Through observation identify examples of math and science learning in the activities of young children as well as emergent themes for further exploration
G. Evaluate the impact of the students' diverse personal experiences with STEM concepts on teaching effectiveness.

Course Content:

1. Theory, standards and guiding principles
    1. Brain research
    2. Developmental theories (Piaget)
    3. Early learning theories (Vygotsky, Gardner)
    4. Developmentally Appropriate Practices (DAP)
    5. National Council of Teachers of Mathematics (NCTM)
    6. California Preschool Curriculum Framework

7. Common Core

2. Math and science pedagogy for young children

    1. Inquiry and play
    2. Creating a culture of inquiry
    3. Hands-on exploration
    4. Appropriate questioning
    5. Loose parts and open-ended material

3. Simple machines, mechanical concepts and technology
4. Early science and math vocabulary and concepts

    1. Science

        1. Physical science
        2. Natural science (life science, earth science)
        3. Simple tools and machines

    2. Scientific behaviors

        1. Observation
        2. Recording and documentation
        3. Predictions/forming hypotheses
        4. Reporting

3. Mathematics

    1. Numbers
    2. Algebra and functions
    3. Measurement
    4. Geometry

5. Planning and preparing the learning environment for STEM

    1. Organization
    2. Selection of materials
    3. Creation of "invitations"

6. Planning STEM learning opportunities and activities for young children

    1. Observation as a tool to plan math and science learning activities for young children
    2. Identifying emerging interests
    3. Embedding science and math in everyday experiences
    4. Designing in-depth projects and explorations
    5. Document children's experiences to evaluate and communicate learning
    6. Engaging families and sharing understanding of early math and science learning
    7. Inclusion of all children

7. ~~Personal~~ Identify the diverse personal attitudes and experiences with STEM concepts and how they impact the approach to planning.

Methods of Instruction:

1. ~~Lecture~~ Discussion - Based on observation #3, discuss examples of children's numeracy, number awareness, and ability to sort, group and classify objects.
2. ~~Observation~~ Lecture - Lecture 2 - Theory, standards, and guiding principles as they pertain to STEM concepts. Throughout the course, information is presented in multiple ways to engage diverse student learning styles.
3. Field Trips - Planned field trip to a community site that has implemented STEM into everyday curriculum
4. Classroom Activity - Based on the student's preferred learning style, demonstrate a STEM activity (student's choice from instructor- generated list)
5. ~~Discussion~~
6. ~~Research~~ Student Presentations - Students are provided options when demonstrating their learning when completing presentations of STEM learning from the semester.
7. Multi-media presentations

Methods of Evaluation

A. Class Participation
    1. Each week .
B. Class Performance
    1. On a weekly basis, students engage in learning in a variety of ways .
C. Group Projects
    1. Once per semester
D. Home Work
    1. Every other week.
E. Oral Presentation
    1. Twice per semester.
F. Quizzes
    1. 3 per semester.
G. Research Projects
    1. Once per semester.

Typical Outside-of-Class Assignments

A. Writing:
Watch the video examples of a 3-year-old demonstrating different early numeracy skills. Identify the skills shown and connect each one to the specific appropriate strands in the PKTK Guidelines.

B. Reading:
Read the overview section of the PKTK Math Foundations, and take notes on the key areas of research presented there.

C. Research:
Research the California Preschool Curriculum Framework for Math and Science learning in children 0 - 5.

D. Other:

1. ~~Class activity - Demonstrate STEM activity (student's choice from instructor generated list)~~
2. ~~Discussion - Based on observation #3, discuss examples of children's numeracy, number awareness, and ability to sort, group and classify objects.~~
3. ~~Fied trip - Planned field trip to a community site that has implemented STEM into everyday curriculum~~
4. ~~Lecture - lecture 2 - Theory, standards and guiding principles as they pertain to STEM concepts~~
5. Observation and Demonstration - Use the "reflective curriculum process " to provide opportunities for children to explore gravity. Create two "invitations" that build upon the child's interest to explore gravity. Document which of the "invitations" most capture the child's interest and document what the child said when exploring the materials.
6. Multi-media presentation - ~~Create~~ Based on the student's preferred learning style, create a ~~Powerpoint or Prezi~~ presentation that documents math/science learning based on instructor provided criteria
7. ~~Research - Research the California Preschool Curriculum Framework for Math and Science learning in children 0 - 5.~~

Textbooks (Typical):

Text selection for the course is aimed at advancing equitable student outcomes by removing a financial barrier to students through no cost textbooks and materials.

OER:

1. Universal PreK *California Preschool/ Transitional Kindergarten Learning Foundations : Science.* 1st /e, CA Department of Education, 2025. https://www.cde.ca.gov/sp/cd/re/documents/ptklfsciencedomain.pdf.
2. Universal PreK *California Preschool/ Transitional Kindergarten Learning Foundations : Mathematics.* 1st /e, Ca Department of Education, 2025. https://www.cde.ca.gov/sp/cd/re/documents/ptklfmathdomain.pdf.

Textbook:

1. Weipeng Yang, Sarika Kewalramani, Jyoti Senthil *Science, Technology, Engineering, Arts, and Mathematics (STEAM) Education in the Early Years Achieving the Sustainable Development Goals.* 1 ed., Routledge, 2023.

2. Sally Moomaw *Teaching STEM in the Early Years: Activ.for Integrating Sci., Tech., Eng., and Math.* ~~1st~~ 2nd ed., Redleaf Press, ~~2013~~ 20 .
3. Rebecca Howard and Rosalind - Charlesworth ~~, Ph.D.~~ *Math and Science for Young Children.* ~~8th~~ th ed., Cengage, ~~2016.~~
4. ~~The Early Math Collaborative from the Erikson Institute~~ ~~*Big Ideas of Early Mathematics.*~~ ~~1st ed., Pearson, 2014.~~
5. ~~Christine M. Chaille, Sara McCormick Davis~~ ~~*Integrating Math and Science in Early Childhood Classrooms Through Big Ideas A Constructivist.*~~ ~~1st ed., Pearson, 2016~~ 2024 .
6. John A. Van de Walle, LouAnn H. Lovin, Kare S. Karp, Jennifer M. Bay-Williams *Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2.* 3rd ed., Pearson, 2018.

Other Materials Required of Students

1. Internet access is strongly recommended.

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Typical Assignments
- Textbooks/Materials

Requisite Skills

Before entering this course, it is required that a student be able to:

A. ECE 63

Required

- Plan curriculum for an early childhood program utilizing the theories and principles of child growth and development using emergent curriculum.
- Compare various curriculum program models, approaches, role of play, and professional practices to inform and evaluate curriculum and environments.
- Demonstrate and discuss the learning process in early childhood as it relates to play.
- Observe and evaluate teacher behaviors, curriculum, and environments for best practices reflecting current research and the impact it has on children's learning and development.
- Plan and evaluate curriculum and environment to meet the needs of groups, typical and atypical children.
- Observe children as a basis for planning curriculum and environments.
- Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
- Develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.
- Explain how different teaching strategies could be used for a variety of curriculum goals.

- Plan and facilitate the following curriculum for all young children from an anti-bias perspective using developmentally appropriate practices: language arts/literacy, dramatic play, creative arts, ~~sensori-motor~~ sensorimotor exploration, outdoor, nutrition and health, music/movement, math and science, blocks, and manipulatives ~~;~~ .
- ~~evaluate~~ Explain ~~teacher~~ how ~~behaviors~~ different teaching strategies could be used for ~~best~~ a ~~practices~~ variety ~~reflecting~~ of ~~current~~ curriculum ~~research~~ goals.
- Describe guidance and interaction approaches to support social relationships and learning.
- Explain how the ~~impact~~ principles ~~it~~ of ~~has~~ the ~~on~~ Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs .
- ~~plan~~ Describe various strategies for engaging and ~~evaluate~~ partnering ~~curriculum~~ with families to support children's development and ~~environment to meet the needs of groups, typical and atypical children;~~
- ~~observe, plan, assess, and evaluate the curriculum in ECE environments, including the role of the teacher as related to providing developmentally appropriate curriculum;~~
- ~~plan curriculum for an early childhood program utilizing the theories and principles of child growth and development~~ learning .
- ~~demonstrate and discuss the learning process in early childhood as it relates to play;~~

DE Proposal

Delivery Methods

- **Partially Online**
- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
In case of an emergency, this course can be taught either synchronously or asynchronously using learning materials provided by the program to students, similarly to how we taught other more curriculum-based courses during COVID.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Offering the course in a DE mode will provide more flexibility for students while still maintaining the crucial hands-on elements.

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

Students are seeking more hybrid options in ECE. This course includes content that can be read and learned asynchronously through online texts, videos, and note-taking.

Accessibility:

- 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:

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

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **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: Individual feedback will be provided to all assignments, as assignments are due.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Students will come to campus once a week for class and have the option to attend office hours in a hyflex manner.

Student-Student Interaction

- **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 complete discussion assignments once a month, since this will be a hybrid class and discussions will also take place on campus.
- **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 semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Students have access to Pronto and can connect with each other as needed.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 3 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: Students will have the option to take a practice quiz in each module.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Students will attend a lecture once a week. Additionally, the slides for each lecture will be available for asynchronous viewing.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: There will be either instructor-created or videos from other sources in each module.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Once per semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: Twice per semester.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes
CB00: State ID

CCC000575160

CB03: TOP Code

130500 - Child Development/Early Care and Education

CIP Code

13.1210 - Early Childhood Education and Teaching.

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

D - Possibly 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

Admin Outline Comparison

Course Modification: GEOG 1 - Introduction to Physical Geography

Course Modification: GEOG 1 - Introduction to Physical Geography (Launched - Implemented 03-08-2026)
compared with
GEOG 1 - Introduction to Physical Geography (Active - Implemented 08-15-2018)

Admin Outline for Geography 1
Introduction to Physical Geography

Effective: Fall
~~2018~~ 2027

Catalog Description:

GEOG 1 - Introduction to Physical Geography
3.00 Units

This course is a spatial study of the Earth's dynamic physical system and processes. Topics include: Earth-sun geometry, weather, climate, water, landforms, soil, and the biosphere with emphasis on spatial characteristics, change over time, interactions between environmental components, and human-environment interactions. Tools of geographic inquiry are also briefly covered; they include maps, remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS). 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Geography

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~understand~~ Understand the difference between divergent, convergent and transform plate boundaries.
B. ~~Upon completion of GEOG 1, students will be able to understand~~ Understand the global wind patterns and how they form.
C. ~~Upon completion of GEOG 1, students will be able to understand~~ Understand the reasons why the seasons change.

Course Objectives:

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

A. Discuss the size, shape, and movements of the Earth in space and their importance to environmental patterns and processes
B. Explain the atmospheric, geomorphological, and biotic processes that shape the Earth's physical enviroments
C. Discuss the global distribution of the world's climate, ecosystems, and physiographic (landform) features by learning the Koppen classification system
D. Use the basic concepts of physical geography in the analysis of real-world variations in environmental patterns by having the students learn about global warming, recent weather patterns and learning to read weather maps.
E. Use the scientific method and demonstrate practical experience in using the tools and concepts of physical geography by working with GIS, GPS and topographic maps
F. Examine the earth/sun relationships, seasons, maps, latitude and longtude, and using GIS and GPS technology by applying examples in real world situations
G. Examine weather and climate issues as they pertain to physical geography by using general concepts of weather, climate and corresponding definitions

Course Content:

1. The Essentials of Geography
    1. The Science of Geography
        1. Geographic Analysis
        2. The Geographic Continuum
    2. Earth Systems Concepts
        1. Systems Theory
        2. Earth’s Four “Spheres”

3. A Spherical Planet
4. Measuring Earth in 247 B.C.

3. Location and Time on Earth
    1. Latitude
    2. Longitude
    3. Great Circles and Small Circles
    4. Prime Meridian and Standard Time

4. Maps, Scales, and Projections
    1. The Scale of Maps
    2. Map Projections

5. Remote Sensing and GIS

2. Solar Energy to Earth and the Seasons
    1. The Solar System, Sun, and Earth
        1. Solar System Formation and Structure

    2. Solar Energy: From Sun to Earth
        1. Solar Activity and Solar Wind
        2. Electromagnetic Spectrum of Radiant Energy
        3. Intercepted Energy at the Top of the Atmosphere

3. The Seasons
    1. Seasonality
    2. Reasons for Seasons
    3. Annual March of the Seasons

3. Earth's Modern Atmosphere
    1. Atmospheric Composition, Temperature, and Function
        1. Atmospheric Profile
        2. Atmospheric Composition Criterion
        3. Atmospheric Temperature Criterion
        4. Atmospheric Function Criterion
    2. Variable Atmospheric Components
        1. Natural Sources
        2. Natural Factors That Affect Air Pollution
        3. Anthropogenic Pollution
        4. Benefits of the Clean Air

4. Atmospheric and Surface Energy Balances

1. Energy Essentials
    1. Energy Pathways and Principles

2. Energy Balance in the Troposphere
    1. The Greenhouse Effect and Atmospheric Warming
    2. Clouds and Earth's "Greenhouse"
    3. Earth-Atmosphere Radiation Balance

3. Energy Balance at Earth's Surface
    1. Daily Radiation Patterns
    2. Simplified Surface Energy Balance
    3. The Urban Environment

5. Global Temperatures
    1. Temperature Concepts and Measurement
        1. Temperature Scales
        2. Measuring Temperature

    2. Principal Temperature Control
        1. Latitude
        2. Altitude
        3. Cloud Cover

4. Land-Water Heating Differences

3. Earth's Temperature Patterns
    1. January Temperature Map
    2. July Temperature Map
    3. Annual Temperature Range Map

6. Atmospheric and Oceanic Circulations
    1. Wind Essentials
        1. Air Pressure and Its Measurement
        2. Wind: Description and Measurement
        3. Global Winds
    2. Driving Forces Within the Atmosphere
        1. Pressure Gradient Force
        2. Coriolis Force
        3. Friction Force
    3. Atmospheric Patterns of Motion
        1. Primary High-Pressure and Low-Pressure Areas
        2. Upper Atmospheric Circulation

3. Local Winds
4. Monsoonal Winds

4. Oceanic Currents
    1. Surface Currents
    2. Deep Currents

7. The Water, Weather, and Climate Systems
    1. Water on Earth
        1. Worldwide Equilibrium
        2. Distribution of Earth's Water Today
    2. Unique Properties of Water
        1. Heat Properties
        2. Heat Properties of Water in Nature
    3. Humidity
        1. Relative Humidity
        2. Expressions of Relative Humidity
    4. Atmospheric Stability
        1. Adiabatic Processes

        2. Stable and Unstable Atmospheric Conditions

    5. Clouds and Fog

        1. Cloud Formation and Processes
        2. Cloud Types and Identification
        3. Fog

8. Weather

    1. Air Masses

        1. Air Masses Affecting North America
        2. Air Mass Modification

    2. Atmospheric Lifting Mechanisms

        1. Convergent Lifting
        2. Convectional Lifting
        3. Orographic Lifting
        4. Frontal Lifting (Cold and Warm Fronts)

    3. Midlatitude Cyclonic Systems

        1. Life Cycle of a Midlatitude Cyclone
        2. Analysis of Daily Weather Maps – Forecasting

4. Violent Weather
    1. Thunderstorms
    2. Tornadoes
    3. Tropical Cyclones

9. Water Resources
    1. The Hydrologic Cycle
        1. A Hydrologic Cycle Model
        2. Surface Water
    2. Soil-Water-Budget Concept
        1. The Soil-Water-Balance Equation
        2. Sample Water Budgets
        3. Water Budget and Water Resources
    3. Groundwater Resources
        1. Groundwater Profile and Movement
        2. Aquifers, Wells, and Springs
        3. Overuse of Groundwater
        4. Pollution of Groundwater

4. Our Water Supply
    1. Water Supply in the United States
    2. Instream, Nonconsumptive, and Consumptive Uses
    3. Future Considerations

10. Global Climate Systems
    1. Earth's Climate System and Its Classification
        1. Climate Components: Insolation, Temperature, Pressure, Air Masses, and Precipitation
        2. Classification of Climatic Regions
        3. The Köppen Climate Classification System
        4. Global Climate Patterns
    2. Global Climate Change
        1. Global Warming
        2. Climate Models and Future Temperatures
        3. Consequences of Global Warming
        4. Political Action to Slow Global Warming

11. The Dynamic Planet
    1. The Pace of Change

2. Earth's Structure and Internal Energy
    1. Earth's Core
    2. Earth's Mantle
    3. Earth's Lithosphere and Crust

3. The Geologic Cycle
    1. The Rock Cycle
    2. Igneous Processes
    3. Sedimentary Processes
    4. Metamorphic Processes

4. Plate Tectonics
    1. A Brief History
    2. Sea-Floor Spreading and Production of New Crust
    3. Subduction of the Crust
    4. The Formation and Breakup of Pangaea
    5. Plate Boundaries
    6. Earthquake and Volcanic Activity
    7. Hot Spots

12. Tectonics, Earthquakes, and Volcanism
    1. Earth's Surface Relief Features

    1. Crustal Orders of Relief
    2. Earth's Topographical Regions

2. Crustal Formation Processes
    1. Continental Shields
    2. Building Continental Crust and Terranes

3. Crustal Deformation Processes
    1. Folding and Broad Warping
    2. Faulting

4. Orogenesis (Mountain Building)
    1. Types of Orogenies
    2. The Grand Tetons and the Sierra Nevada
    3. The Appalachian Mountains
    4. World Structural Regions

5. Earthquakes
    1. Expected Quakes and Those of Deadly Surprise
    2. Focus, Epicenter, Foreshock, and Aftershock
    3. Earthquake Intensity and Magnitude
    4. The Nature of Faulting

6. Earthquakes and the San Andreas Fault
    1. Los Angeles Region
    2. Earthquake Forecasting and Planning

7. Volcanism
    1. Volcanic Features
    2. Location and Types of Volcanic Activity
    3. Effusive Eruptions
    4. Explosive Eruptions
    5. Volcano Forecasting and Planning

13. Weathering, Karst Landscapes, and Mass Movement
    1. Landmass Denudation
        1. Geomorphic Models of Landform Development
        2. Dynamic Equilibrium View of Landforms

    2. Weathering Processes
        1. Factors Influencing Weathering Processes
        2. Physical Weathering Processes
        3. Chemical Weathering Processes

3. Karst Topography and Landscapes
    1. Formation of Karst
    2. Lands Covered with Sinkholes
    3. Caves and Caverns

4. Mass Movement Processes
    1. Mass Movement Mechanics
    2. Classes of Mass Movements
    3. Human-Induced Mass Movements (Scarification)

14. River Systems and Landforms
    1. Fluvial Processes and Landscapes
        1. Base Level of Streams
        2. Drainage Basins
        3. Drainage Density and Patterns

    2. Streamflow Characteristics
        1. Exotic Streams
        2. Stream Erosion
        3. Stream Transport
        4. Flow and Channel Characteristics

5. Stream Gradient
6. Stream Deposition

3. Floods and River Management
    1. Rating Floodplain Risk
    2. Streamflow Measurement

15. Eolian Processes and Arid Landscapes
    1. The Work of Wind
        1. Eolian Erosion
        2. Eolian Transportation
        3. Eolian Depositional Landforms
        4. Loess Deposits

16. Overview of Desert Landscapes
    1. -
        1. Desert Climates
        2. Desert Fluvial Processes
        3. Desert Landscapes
        4. Basin and Range Province
        5. Desertification

17. The Oceans, Coastal Processes, and Landforms
    1. Global Oceans and Seas
        1. Chemical Composition of Seawater
        2. Physical Structure of the Ocean
    2. Coastal System Components
        1. Inputs to the Coastal System
        2. The Coastal Environment and Sea Level
    3. Coastal System Actions
        1. Tides
        2. Waves
    4. Coastal System Outputs
        1. Erosional Coastal Processes and Landforms
        2. Depositional Coastal Processes and Landforms
        3. Biological Processes: Coral Formations
    5. Wetlands, Salt Marshes, and Mangrove Swamps
    6. Human Impact on Coastal Environments

18. Glacial and Periglacial Processes and Landforms
    1. Rivers of Ice
        1. Alpine Glaciers
        2. Continental Glaciers
    2. Glacial Processes
        1. Formation of Glacial Ice
        2. Glacial Mass Balance
        3. Glacial Movement
        4. Glacial Landforms
        5. Erosional Landforms Created by Alpine Glaciation
        6. Depositional Landforms Created by Alpine Glaciation
    3. Erosional and Depositional Landforms Created by Continental Glaciation
19. The Geography of Soils
    1. Soil Characteristics
        1. Soil Profiles
        2. Soil Horizons
    2. Soil Properties
        1. Soil Color

        2. Soil Texture
        3. Soil Structure
        4. Soil Consistence
        5. Soil Porosity
        6. Soil Moisture
        7. Soil Chemistry
        8. Soil Acidity and Alkalinity

    3. Soil Formation Factors and Management
        1. Natural Factors
        2. The Human Factor

    4. Soil Classification
        1. Soil Taxonomy
        2. Diagnostic Soil Horizons
        3. The 12 Soil Orders of the Soil Taxonomy

20. Ecosystem Essentials
    1. Ecosystem Components and Cycles
        1. Communities
        2. Plants: The Essential Biotic Component
        3. Photosynthesis and Respiration

4. Abiotic Ecosystem Components
5. Elemental Cycles
6. Limiting Factors

2. Biotic Ecosystem Operations
    1. Producers, Consumers, and Decomposers
    2. Examples of Complex Food Webs
    3. Efficiency in a Food Web
    4. Ecological Relations
    5. Concentration of Pollution in Food Chains

3. Ecosystems and Succession
    1. Ecosystem and Stability and Diversity
    2. Ecological Succession
    3. Terrestrial Succession
    4. Aquatic Succession

21. Terrestrial Biomes
    1. Biogeographic Realms
        1. Transition Zones
        2. Terrestrial Ecosystems

2. Earth's Major Terrestrial Biomes
    1. Equatorial and Tropical Rain Forest
    2. Deforestation of the Tropics
    3. Tropical Seasonal Forest and Scrub
    4. Tropical Savanna
    5. Midlatitude Broadleaf and Mixed Forest
    6. Needleleaf Forest and Montane Forest
    7. Temperate Rain Forest
    8. Mediterranean Shrubland
    9. Midlatitude Grasslands
    10. Deserts
    11. Arctic and Alpine Tundra

22. Earth and the Human Denominator
    1. The Human Count and the Future
    2. An Oily Bird
    3. The Need for International Cooperation
    4. Who Speaks for the Earth?

Methods of Instruction:

1. Lecture - ~~1~~ During lecture we try to include student voice and questions . ~~Chalkboard (Whiteboard) Presentation 2. PowerPoint Presentations 3. Slides~~
2. Discussion - Discussion within groups and discussion boards over important pertinent topics related to physical geography - example a discussion on what causes global warming
3. ~~Assignments: 1.~~ Simulations ~~Weekly~~ - ~~Homework~~ A ~~Assignments~~ variety ~~from~~ of ~~Textbook a.~~ visuals ~~Answer~~ to ~~numbered~~ help ~~questions~~ understand ~~1-5,~~ earth ~~7-9, 11, 12, and 16 as an example~~ systems .
4. ~~Online~~ Audio-visual ~~discussion~~ Activity ~~boards~~ - ~~(for~~ Group ~~online class) 1. Relevant News Stories a. Policy Associated~~ participation with ~~Global~~ the ~~Warming b~~ AR Sandbox . ~~Acid~~ Students ~~Rain 2.~~ are ~~Applications of Lecture Topics a. Drainage Basins b. Pressure Systems 3. Applications of Science~~ required to ~~the~~ creat ~~World a.~~ their ~~El~~ own ~~Niño b.~~ physical ~~Natural~~ landscape ~~Hazards~~
5. ~~Web-Based~~ with ~~Resources 1. Earthquake data for US and Ca: http://quake.wr.usgs.gov/~~
6. ~~Web-Based Assignments 1. Example – located your house on the web map of earthquake damage potential to see if you house can withstand a major earthquake in the bay area.~~
7. ~~CD-ROM 1. McKnight / Hess Student Animations CD 2. TASA Graphic Arts~~ ridges , ~~Inc.~~ mountains , ~~Introduction to Topographic Maps 3. TASA Graphic Arts~~ valleys , ~~Inc.~~ streams , ~~The Theory of Plate Tectonics~~ etc.

Methods of Evaluation

A. Class Work
   1. In-class group assignments and discussions at the discretion of the instructor.
B. Exams/Tests
   1. 2 Midterm Exams 1 Final Exam
C. Home Work
   1. ~~Projects~~ Discretion of the instructor
D. Quizzes
   1. ~~Research~~ 3 ~~Projects~~ Quizzes

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

   1. Weekly textbook chapter readings.

B. Writing:

   1. Weekly Homework assignments from the textbook – end of the chapter ~~questions~~ question

C. ~~GPS~~ Other:

   1. Locate your ~~assignments – students would locate items using GPS equipment~~

   2. ~~One page paper~~ residence on ~~topics~~ the ~~such~~ web ~~as~~ map of earthquake ~~activity,~~ damage ~~global~~ potential ~~warming,~~ to ~~etc~~ see if it can withstand a major earthquake in the Bay Area .

Textbooks (Typical):

Textbook:

1. ~~Darrell~~ S. ~~Hess~~ Reynalds ~~*McKnights*~~ *Exploring* *Physical Geography.* , ~~12~~ McGraw Hill, 2024.
2. Darrell Hess, Regina Finch, Dennis G. Tasa *McKnight's Physical Geography, A Landscape Appreciation.* 13th ed., Pearson, ~~2016~~ 2022 .
3. ~~Robert Christopherson~~ Joseph A. Mason, James E. Burt, Peter O. Muller, H.J. De Blij ~~*Geosystems*~~ *Physical Geography, The Global Environment* . ~~10th~~ 5th ed., ~~Pearson~~ Oxford ~~Higher~~ University ~~Education~~ Press , ~~2017~~ 2016 .

Other Learning Materials:

1. Web-Based Resources

    1. Earthquake data for US and CA: http://quake.wr.usgs.gov/

2. CD-ROM

    1. McKnight / Hess Student Animations CD
    2. TASA Graphic Arts, Inc., Introduction to Topographic Maps
    3. TASA Graphic Arts, Inc., The Theory of Plate Tectonics

Other Materials Required of Students

1. ~~USGS Topographic Quadrangles – Livermore, Dublin and Altamont.~~
2. ~~Campus Print Card.~~
3. ~~12" Ruler, preferably clear plastic.~~
4. Computer and Internet access.

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

1. Increased access to education: Distance education serves students in remote areas or underserved areas, or students who work full-time. It gives access to the high-quality geography programming at Las Positas, overcoming long-distance commutes and offers this class to a more diverse type of student. 2. Physical geography is heavily supported by digital technologies such as Web GIS, interactive mapping, satellite imagery, (e.g. Google Earth). Video access and teaching videos can be implemented through student management systems such as Canvas.

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

Due to the growing demand for flexible education options that accommodate diverse lifestyles and work commitments for students. Enrollment has increased due to the online course availability.

Accessibility:

- 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:

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

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **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 and students will email each other as needed. Instructor will respond to student emails within 24 business hours of receipt.
- **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: ~~Assignments will be given on weather, climate, landform, or biosphere issues as usually on important pertinent topics as~~ As needed.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Instructor will use the ~~annoucement~~ announcement board for ~~annoucements~~ announcements as needed.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Web conferencing will be used during instructor office hours or by appointment request from the student.

Student-Student Interaction

- **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: As needed.
- **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 work will consist of in-class assignments or home projects as needed.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Class discussion board will be provided for use by students as needed throughout each semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Students will be required to ~~write~~ fill ~~different~~ out ~~papers~~ worksheets each week for specific physical geography concepts. Worksheets will include Orographic uplift and ~~exercises~~ adiabatic

~~for~~ cooling, atmospheric layers, midlatitude cyclones, rotation of the earth around the axis and revolution of earth around the sun, types of air masses, weather stations and isoline symbology, etc. Students are required to fill in diagrams, calculate relative humidity and answer questions about each ~~chapter~~ geographic ~~pertaining to this class~~ phenomenon.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Students~~ 2 Midterm Exams, 1 Final Exam, 3 Quizzes
- **Practice quizzes, tests/exams:** *Practice quizzes will ~~take~~ be ~~quizzes~~ given ~~and/or~~ periodically ~~exams for the chapters within~~ throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: Practice quizzes are given online. Practices quizzes will be available for every chapter as a review and to use for studying before each quiz, midterm and final exam.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Videos will accompany subject concepts for visual learning. Frequency of videos is 2 to 3 per week within each chapter.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 5A - Physical Science - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved
- 5 - Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: GEOG 110, GEOG 115 (if taken with GEOG 1L) - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000345906

CB03: TOP Code

220600 - Geography

CIP Code

45.0701 - Geography.

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

Admin Outline Comparison

Course Modification: GEOG 1L - Introduction to Physical Geography Laboratory

Course Modification: GEOG 1L - Introduction to Physical Geography Laboratory (Launched - Implemented 03-08-2026)
compared with
GEOG 1L - Introduction to Physical Geography Laboratory (Active - Implemented 01-01-2019)

Admin Outline for Geography 1L
Introduction to Physical Geography Laboratory

Effective: ~~Spring~~ Fall
~~2019~~ 2027

Catalog Description:

GEOG 1L - Introduction to Physical Geography Laboratory
1.00 Units

This course is designed to provide supplemental exercises in topics covered in physical geography lecture. Lab experience will include map analysis and interpretation, weather prognostication, landform processes and evolution, tectonics, biogeography, and habitat analysis. 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- GEOG 1, may be taken concurrently

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Geography

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~diagram~~ Diagram and identify (explain) earth / sun relations).
B. ~~identify~~ Identify major climate controls and be able to explain why certain climates are located where they are.
C. ~~locate~~ Locate plate boundaries based on the type of tectonic activity and be able to explain why they are - _ located where they are.

Course Objectives:

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

A. Identify applications and activities related to the size, shape, and movement of the Earth in space and their importance to environmental patterns and process
B. Identify application and activities related to the atmospheric, geomorphological, and biotic processes that shape the Earth's furface environments.
C. Identify applications and activities related to the global distribution of the world's major climates, ecosystems, and physiographic (landform) features
D. Identify applications and activities related to basic concepts of physical geography in the analysis of real world variations in environmental patterns by having students work on labs dealing with global warming, earthquake prediction and hurricane research.
E. Identify applications and activities related to the scientific method and practical experience using the tools/concepts of physical geography (laboratory component) such as having the students use GPS, meteorology equipment, and topographic maps

Course Content:

1. Distance Concepts
    1. Length of a Degree on a Great Circle
    2. Proportional Relationship of a Globe to the Earth
    3. Verbal, Representative Fraction, Graphic Scales
2. Locational Reference Systems
    1. Geographic Grid and Coordinates
    2. Metes and Bounds
    3. Land Ordinance of 1785 (Township and Range)
    4. French Long Lot
    5. Land Grants
3. Longitude and Time Relationships
4. Maps
    1. Marginal Information, Systems, Legends
    2. Relief Representation
    3. Scale, Area, Detail Relationships
    4. Measurements of Distance and Direction
    5. Slope Measurements, Profiles
    6. Projections and Their Properties
    7. Thematic and Topographic Map Interpretation
5. Remotely-Sensed Imagery (Satellite, Photographic)

1. Platforms and Sensors
2. Physical and Cultural Signatures

6. Geographic Information System Applications (at instructor's discretion)
    1. Exploring Tropical Cyclones
        1. Recipe for a Cyclone
        2. The Live of a Cyclone
        3. Hurricane Hazards
        4. Hurricanes in the Big Apple
    2. Exploring the Dynamic Earth
    3. Exploring Water Resources
        1. Global Water Resources
        2. The Renewable Resource
        3. US Water Use
        4. A Thirsty Town in the Desert
7. Earth-Sun and Seasonal Relationships
    1. Determination of Sun's Declination, Altitude Angle
    2. Determination of Duration of Daylight
    3. Temporal and Spatial Distribution of Insolation
8. Multiple Applications in Weather Topics
    1. Temperature Measures, Distribution, Cycles
    2. Atmospheric Pressure/Winds and Oceanic Circulation
    3. Atmospheric Moisture and Stability
    4. Precipitation Processes/Distribution and Water Budgets
    5. Frontal Analysis and Identification of Associated Weather Characteristics on Synoptic Charts
9. Climate Applications
    1. Climate Controls
    2. Climate Classification and the use of Climographs
    3. Computer Simulations/Modeling of Climate Change
10. Soils Applications
    1. Soil Properties
    2. Classification
    3. Soil Survey Map Interpretation
11. Vegetation Applications
    1. Plant Identification and Adaptations
    2. Classification
    3. Climate, Soils, Vegetation Associations
12. Earth Materials
    1. Mineral and Rock Classification and Identification
    2. Landscape Expression
13. Landform Map/Image Analysis/Interpretation, Exercises, Simulations
    1. Types
    2. Processes
    3. Spatial Distribution and Environments
    4. Land Use and Modification
    5. Drainage Patterns

Methods of Instruction:

1. Lab - Students will use weather equipment such as psychrometers, weather station data, ~~etc~~ topographic maps, compasses, stereoscopes, Google Earth, USGS Seismic Data through Strawberry Shake . ~~in~~ Individual ~~their~~ and ~~labs~~ Group Work that encourages collaboration among students of diverse backgrounds and abilities. a. Laboratory Manual b. Topographic Maps c. GIS Investigations Workbook
2. Lab - Students will work in groups doing experiments on a weekly basis
3. ~~Group~~ Classroom ~~Presentations~~ Activity ~~(optional)~~
4. ~~Laboratory~~ - ~~Sessions 1~~ Classroom activity consists of written work to answer questions in the lab book, observation using geographic measurement tools, laptop computers for internet use to answer lab questions in the workbook . Maps ~~Short~~ are ~~Introductory~~ used ~~Lectures a.~~ to ~~Chalkboard/Whiteboard~~ teach ~~Presentation b.~~ cartography, ~~Overhead~~ symbology, ~~Transparencies c.~~ ~~Web Sites~~
5. ~~Individual~~ elevation and ~~Group~~ contour ~~Work a~~ lines, map scales, projections and how to find locations.
6. Written Exercises - Written exercises are given in the lab book.
7. Observation - Using the AI Sandbox to create and observe landform types . ~~Laboratory~~ Using ~~Manual b~~ compasses for outside observations of direction, azimuth, and bearing . Map ~~Topographic~~ exercises ~~Maps c~~ where students must find locations, learn to read cartographic symbols, projections, map scales and calculate distances . ~~GIS Investigations Workbook~~
8. Audio-visual Activity - Using GPS and ArcGIS technology for experiments on laptop computers. Use of Google Earth and ArcGIS Online allows students to create and share web maps. Analysis of plate tectonics, seafloor spreading and the earth grid, (latitude and longitude) among other .kml file formats are demonstrated by the instructor in tandem with students when answering lab questions. Powerpoint Slide Presentations include captioned videos, screen-reader accessible text and audio to ensure accessibility for all learners.
9. Student Presentations - Optional group presentations
10. Lecture - Use of flexible teaching strategies for the presentation of information in multiple formats, such as videos, podcasts, interactive infographics, and text-based handouts to accommodate different learning styles and preferences. Hands-on demonstration of equipment, followed by guided student practice. Instructor-led presentation of key theoretical concepts, followed by a Q&A session.
11. Demonstration - Specific labs will require demonstrations from the instructor. The use of the Sling-Psychrometer to measure the wet-bulb, dry-bulb temperatures both inside and outside to determine the relative humidity. The AI Sandbox requires a demonstration on how to use the computer to build a landscape in the sand. This is a variable lab exercise that allows for differentiated instruction where each student creates a landscape with some required variables such as valley, ridge, lake, mountain.
12. Individualized Instruction - Individualized instruction may be offered through extra credit labs where students may choose the assignment they are interested in. This allows them to demonstrate mastery based on their individual strengths.
13. Discussion - Students work in groups each week for every lab, which promotes discussion and collaboration. This is done to encourage cooperation among students of diverse backgrounds and abilities to solve complex problems .

Methods of Evaluation

A. Exams/Tests

1. 1 Midterm 1 Final Exam

B. Lab Activities
   1. weekly

C. Projects
   1. to be assigned at the discretion of the instructor

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :
   1. Students will do weekly assignments in groups pertaining to the geographic concept of that week.
   2. The labs can take place either in groups or individually as the instructor warrants.
   3. The number and scope of the assignments vary week by week and usually but are not exclusive to the lab manual that comes with the textbook.

Textbooks (Typical):

Textbook:

1. ~~Darrel~~ S. Reyn *Exploring Physical Geography.* , McGraw Hill, 2024.
2. Darrell Hess , Redina Finch, Dennis G. Tasa *Physical Geography: A Landscape Appreciation.* 13th ed., Pearson, 2022.

Manual:

1. Hess, D.. Physical Geography Laboratory Manual. ~~12th ed.~~ Pearson , ~~Pearson Higher Education, 2016~~ 2021 .
2. ~~Charles~~ John ~~E~~ H. ~~Thomsen,~~ Corbet. ~~Robert W Christopherson~~ ~~*Applied*~~ *Physical Geography : GEO-Systems in Manual . ~~the~~ Kendall ~~Laboratory.~~* Hunt ~~10th ed.~~ Publishing , ~~Pearson Higher Education, 2017~~ 2011 .

Other Materials Required of Students

1. ~~Scientific calculator.~~
2. ~~Protractor.~~
3. ~~Straight edge.~~
4. ~~Sharp lead pencils.~~
5. ~~Colored pencils.~~
6. ~~Ruler.~~
7. ~~USGS topographic quadrangles (Livermore, Altamont, home/place of interest).~~
8. Campus print card .
9. All materials are provided by the Las Positas Geography Department. .

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

Before entering this course, it is required that a student be able to:

A. GEOG 1

~~Required~~

- ~~Demonstrate an understanding of the atmospheric, geomorphological, and biotic processes that shape the Earth's physical enviroments by examining weather and climate issues as they pertain to physical geography by having the students understand the general concepts of weather, climate and corresponding definitions. .~~
- ~~Demonstrate an understanding of the size, shape, and movements of the Earth in space and their importance to environmental patterns and processes by examining the earth / sun relationships, seasons, maps, latitude and longtude, and using GIS and GPS technology by applying examples in real world situations.~~
- ~~Demonstrate an understanding of the global distribution of the world's climate, ecosystems, and physiographic (landform) features by learning the Koppen classification system.~~

~~Not Necessary Skills~~

- ~~Demonstrate an understanding of the scientific method and practical experience using the tools and concepts of physical geography by having the students work with GIS, GPS and topographic maps.~~
- ~~Demonstrate an understanding of the basic concepts of physical geography in the analysis of real-world variations in environmental patterns by having the students learn about global warming, recent weather patterns and learning to read weather maps.~~

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 5C - Laboratory - Approved

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: GEOG 111, GEOG 115 (if taken with GEOG 1) - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000365809

CB03: TOP Code

220600 - Geography

CIP Code

45.0701 - Geography.

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

Admin Outline Comparison

Course Modification: GEOG 2 - Cultural Geography

Course Modification: GEOG 2 - Cultural Geography (Launched - Implemented 03-08-2026)
compared with
GEOG 2 - Cultural Geography (Active - Implemented 01-01-2019)

Admin Outline for Geography 2
Cultural Geography

Effective: ~~Spring~~ Fall
~~2019~~ 2027

Catalog Description:

GEOG 2 - Cultural Geography
3.00 Units

The course is a study of diverse human populations, their cultural origins, diffusion and contemporary spatial expressions. Topics include: ~~demogrpahy~~ demography , languages and religions, urbanization and landscape modification, political units and nationalism, and economic systems and development. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Geography

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Define, describe and explain the Multi-Nuclei model or urban development.
B. Differentiate between the different types of cultural diffusion.
C. Explain the Demographic Transition Model.

Course Objectives:

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

A. Describe the distribution of the human population and the processes (both historical and contemporary) that shape this distribution by explaining the 5 stages of the demographic transition model and how it related to population growth
B. Explain the origins, diversity, and distribution of basic cultural patterns, with particular attention given to: language, religion, urbanization, political and economic patterns, and human-environmental interactions, and map, analyze, and describe the location and reasons for the locations of each of the above cultural geography characteristics
C. Explain basic concepts used in the geographic study of human patterns including diffusion, cultural landscapes, cultural ecology, and cultural regions by defining, describing and analyzing different examples related to above cultural geography concepts

Course Content:

1. Thinking Geographically
    1. Why do Geographers Address Where Things Are?
        1. Maps
        2. Contemporary Tools
    2. Why Is Each Point on Earth Unique?
        1. Place: Unique Location of a Feature
        2. Regions: Areas of Unique Characteristics
    3. Why Are Different Places Similar?
        1. Scale: From Local to Global
        2. Space: Distribution of Features
        3. Connections Between Places

2. Population
    1. Where Is the World's Population Distributed?
        1. Population Concentrations
        2. Sparsely Populated Regions
        3. Population Density
    2. Where Has the World's Population Increased?
        1. Natural Increase
        2. Fertility
        3. Mortality
    3. Why Is Population Increasing at Different Rates in Different Countries?
        1. The Demographic Transition
        2. Population Pyramids
        3. Countries in Different Stages of Demographic Transition
        4. Demographic Transition and World Population Growth
    4. Why Might the World Face and Overpopulation Problem?
        1. Malthus on Overpopulation
        2. Declining Birth Rates

        3. World Health Threats

3. Migration
    1. Why Do People Migrate?
        1. Reasons for Migrating
        2. Distance of Migration
        3. Characteristics of Migrants
    2. Where Are Migrants Distributed?
        1. Global Migration Patterns
        2. U.S. Immigration Patterns
        3. Impact of Immigration on the United States
    3. Why Do Migrants Face Obstacles?
        1. Immigration Policies of Host Countries
        2. Cultural Problems Living in Other Countries
    4. Why Do People Migrate Within a Country?
        1. Migration Between Regions of a Country
        2. Migration Within One Region

4. Folk And Popular Culture
    1. Where Do Folk and Popular Cultures Originate and Diffuse?
        1. Origin of Folk and Popular Culture
        2. Diffusion of Folk and Popular Cultures
    2. Why Is Folk Culture Clustered?
        1. Isolation Promotes Cultural Diversity
        2. Influence of Physical Environment
    3. Why Is Popular Culture Widely Distributed?
        1. Diffusion of Popular Housing, Clothing and Food
        2. Role of Television in Diffusing Popular Culture
    4. Why Does Globalization of Popular Culture Cause Problems?
        1. Threat to Folk Culture
        2. Environmental Impact of Popular Culture
5. Language
    1. Where Are English-Language Speakers Distributed?
        1. Origin and Diffusion of English
        2. Dialects of English

2. Why Is English Related to Other Languages?
    1. Indo-European Branches
    2. Origin and Diffusion of Indo-European
3. Where Are Other Language Families Distributed?
    1. Classification of Languages
    2. Distribution of Language Families
4. Why Do People Preserve Local Languages?
    1. Preserving Language Diversity
    2. Global Dominance of English

6. Religion
    1. Where Are Religions Distributed?
        1. Universalizing Religions
        2. Ethnic Religions
    2. Why Do Religions Have Different Distributions?
        1. Origin of Religions
        2. Diffusion of Religions
        3. Holy Places

4. The Calendar

3. Why Do Religions Organize Space in Distinctive Patterns?
    1. Places of Worship
    2. Sacred Space
    3. Administration of Space

4. Why Do Territorial Conflicts Arise Among Religious Groups?
    1. Religion Versus Governmental Policies
    2. Religion Versus Religion

7. Ethnicity
    1. Where Are Ethnicities Distributed?
        1. Distribution of Ethnicities in the United States
        2. Differentiating Ethnicity and Race

    2. Why Have Ethnicities Been Transformed Into Nationalities?
        1. Rise of Nationalities
        2. Multinational States
        3. Revival of Ethnic Identity

3. Why Do Ethnicities Clash?
    1. Ethnic Competition to Dominate Nationality
    2. Dividing Ethnicities Among More than One State

4. What Is Ethnic Cleansing?
    1. Ethnic Cleansing in Yugoslavia
    2. Ethnic Cleansing in Central Africa

8. Political Geography
    1. Where Are States Located?
        1. Problems of Defining States
        2. Development of the State Concept

    2. Why Do Boundaries Cause Problems?
        1. Shapes of States
        2. Types of Boundaries
        3. Boundaries Inside States

    3. Why Do States Cooperate With Each Other?
        1. Political and Military Cooperation
        2. Economic Cooperation

4. Why Has Terrorism Increased?
    1. Terrorism by Individuals and Organizations
    2. State Support for Terrorism

9. Development
    1. Why Does Development Vary Among Countries?
        1. Economic Indicators of Development
        2. Social Indicators of Development
        3. Demographic Indicators of Development
    2. Where Are More and Less Developed Countries Distributed?
        1. More Developed Regions
        2. Less Developed Regions
    3. Where Does Level of Development Vary by Gender?
        1. Gender-Related Development Index
        2. Gender Empowerment
    4. Why Do Less Developed Countries Face Obstacles To Development?
        1. Development Through Self-Sufficiency
        2. Development Through International Trade

3. Financing Development

10. Agriculture
    1. Where Did Agriculture Originate?
        1. Origins of Agriculture
        2. Location of Agricultural Hearths
        3. Classifying Agricultural Regions
    2. Where Are Agricultural Regions in Less Developed Countries?
        1. Shifting Cultivation
        2. Pastoral Nomadism
        3. Intensive Subsistence Agriculture
    3. Where Are Agricultural Regions in More Developed Countries?
        1. Mixed Crop and Livestock Farming
        2. Dairy Farming
        3. Grain Farming
        4. Livestock Ranching
        5. Mediterranean Agriculture
        6. Commerical Gardening and Fruit Farming
        7. Plantation Farming

4. Why Do Farmers Face Economic Difficulties?
    1. Issues for Commercial Farmers
    2. Issues for Subsistence Farmers
    3. Strategies to Increase Food Supply

11. Industry
    1. Where Did Industry Originate?
        1. The Industrial Revolution
        2. Diffusion of the Industrial Revolution
    2. Where Is Industry Distributed?
        1. North America
        2. Europe
        3. East Asia
    3. Why Do Industries Have Different Distributions?
        1. Situation Factors
        2. Site Factors
        3. Obstacles to Optimum Location
    4. Why Do Industries Face Problems?

1. Industrial Problems from a Global Perspective
2. Industrial Problems in More Developed Countries
3. Industrial Problems in Less Developed Countries

12. Services
    1. Where Did Services Originate?
        1. Types of Services
        2. Origin of Services
        3. Services in Rural Settlements
    2. Why Are Consumer Services Distributed in a Regular Pattern?
        1. Central Place Theory
        2. Market Area Analysis
        3. Hierarchy of Services and Settlements
    3. Why Do Business Services Locate in Large Settlements?
        1. World Cities
        2. Hierarchy of Business Services
        3. Economic Base of Settlements
    4. Why Do Services Cluster Downtown?
        1. Central Business District

        2. Suburbanization of Businesses

13. Urban Patterns
    1. Where Have Urban Areas Grown?
        1. Urbanization
        2. Defining Urban Settlements
    2. Where Are People Distributed Within Urban Areas?
        1. Three Models of Urban Structure
        2. Use of the Models Outside North America
    3. Why Do Inner Cities Have Distinctive Problems?
        1. Inner-City Physical Problems
        2. Inner-City Social Problems
        3. Inner-City Economic Problems
    4. Why Do Suburbs Have Distinctive Problems?
        1. The Peripheral Model
        2. Contribution of Transportation to Suburbanization
        3. Local Government Fragmentation

14. Resource Issues
    1. Why Are Resources Being Depleted?
        1. Energy Resources
        2. Mineral Resources
    2. Why Are Resources Being Polluted?
        1. Air Pollution
        2. Water Pollution
        3. Land Pollution
    3. Why Are Resources Renewable?
        1. Renewing Resources
        2. Recycling Resources
    4. Why Can Resources Be Conserved?
        1. Sustainable Development
        2. Biodiversity

Methods of Instruction:

1. Lecture - ~~1.~~ White Board Presentation ~~2.~~ , PowerPoint Presentations ~~3.~~ , Computer Programs such as Google Earth ~~4.~~ , Slides , Videos ~~5. Videos~~ Asychronous instruction to include prepared video lectures using PowerPoint Presentations

2. Discussion - ~~1~~ The asychronous format includes weekly discussions on topics from each chapter from the textbook, current events or specific cultural practices within the student management system . ~~10~~ Peer ~~Minute~~ reviews are required. This facilitates conversations and observations of the dynamic relationships between cultural groups and their physical environment, the cultural landscape; buildings, religions, languages and traditions that define a place and its people's identity. This allows for multiple points of view and cooperation among students of diverse backgrounds and exposure to different perspectives.
3. Audio-visual Activity - Lectures and multimedia presentations that incorporate literature and educational materials representing various cultures, languages, and intersectional perspectives. Presentation of information in varied formats (e.g., captioned videos, screen-reader accessible text, and audio) to ensure accessibility for all learners. Included in the Student ~~Discussions~~ Management System for online access.
4. Learning Management System - Canvas Student Management System is a single location to house all course materials , ~~Beginning~~ syllabi, assignments, and quizzes. Instructors upload content and structure learning paths, while students log in to access materials from anywhere. The system monitors student progress, attendance, and quiz grades, allowing educators to see who is engaging and who needs support. LMS platforms often connect with a Student Information System (SIS) to share attendance and grade data. Instructor will use the comments section or rubrics to communicate with each individual student about the assignment. Comments will include positive assessments and suggestions for improvement.
5. Individualized Instruction - Student-Centered Instruction: Students can be offered differentiated instruction through tailored methods and choice-based assignments that allow the student to demonstrate mastery based on their individual strengths.
6. Observation - Written homework assignments throughout the semester will focus on cultural geography observations. These assignments can be chosen by the student. This facilitates critical thinking, student differentiation and inclusion and promotes interest for the individual student to decide what they want to learn about. Observers may examine the built environment (buildings, agricultural patterns, signage) to understand local values and societal norms. Sensory Observation: Beyond sight, this includes recording smells, sounds, and physical feelings in a place to understand its social and environmental dynamics. Signs of ~~Class~~ People: Observations often focus on how people use space, such as pedestrian traffic, public art, or religious symbols, providing insights into cultural practices. ~~2.~~ What ~~Topical~~ is ~~Current~~ Missing: ~~Events~~
7. ~~CD-ROM 1.~~ A ~~Human~~ key ~~Geography~~ skill in ~~Action~~
8. ~~Applications~~ cultural observation is recognizing what is absent from a landscape, which can be as telling as what is present.

Methods of Evaluation

A. Class Work
    1. At the discretion of the instructor
B. Exams/Tests
    1. One Final Exam
C. Home Work
    1. ~~weekly~~ Weekly
D. ~~bi-weekly or tri-weekly quizzes and final exam (or) two or three midterm (unit) exams and final exam projects and/or perm~~ Papers
    1. Term paper ~~to be assigned~~ at the discretion of the instructor
E. Projects

1. At the discretion of the instructor

F. Quizzes
   1. Bi-weekly quizzes

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. Weekly Homework Assignments from Textbook and Student Workbook which includes answering questions at the end of the chapter.

2.

Term paper related to some relevant cultural geography topic.

B. Project:

1. Project having students identify different cultural regions for different countries, states of the USA or cities around the world.

    1. Students will ~~have to~~ create, ~~idenfity~~ identify - and describe each of the cultural regions in detail.

3. ~~Term paper related to some relevant cultural geography topic.~~

Textbooks (Typical):

Textbook:

1. B, War *Human Geography: A Serious Introduction.* 4th ed., Cognella Academic Publishing, 2023.
2. J.R. Short and L. Benton-Short *Human Geography: A Short Introduction.* 3rd ed., Oxford University Press, 2024.
3. James M. Rubenstein *Contemporary Human Geography.* ~~4th~~ 5th ed., Pearson Higher Education, ~~2019~~ 2022 .
4. ~~James~~ J. M. Rubenstein *The Cultural Landscape* ~~:~~ - *An Introduction to Human Geography.* ~~12~~ 14th ed., Pearson ~~Higher Education~~ , ~~2017~~ 2024 .

Other Learning Materials:

1. ~~Erin Fouberg~~ ~~*Human Geography: People, Places and Culture.*~~ ~~11 ed., John Wiley, 2015.~~
   CD-ROM: Human Geography in Action

Other Materials Required of Students

1. Computer access with Google Earth.

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Increased access to education: Distance education serves students in remote areas or underserved areas, or students who work full-time. It gives access to the high-quality geography programming at Las Positas, overcoming long-distance commutes and offers this class to a more diverse type of student.

Explain how the decision was made to offer this course in a Distance Education mode.
Due to the growing demand for flexible education options that accommodate diverse lifestyles and work commitments for students. Enrollment has increased due to the online course availability.

Accessibility:

- 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:

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

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **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 entire semester.

Student-Student Interaction

- **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 discussion board will be provided throughout the semester for questions or observations by students and the instructor

Student-Content Interaction

- **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: 2 midterms 3 quizzes 1 final exam

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: GEOG 120 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000373327

CB03: TOP Code

220600 - Geography

CIP Code

45.0701 - Geography.

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

Admin Outline Comparison

Course Modification: GEOG 5 - World Regional Geography

Course Modification: GEOG 5 - World Regional Geography (Launched - Implemented 03-08-2026)
compared with
GEOG 5 - World Regional Geography (Active - Implemented 01-01-2019)

Admin Outline for Geography 5
World Regional Geography

Effective: ~~Spring~~ Fall
~~2019~~ 2027

Catalog Description:

GEOG 5 - World Regional Geography
3.00 Units

Survey of the world's culture regions and nations as interpreted by geographers, including physical, cultural, and economic features. Emphasis on spatial and historical influences on population growth, transportation networks, and natural environments. Identification and importance of the significant features of regions. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Geography

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Upon completion of GEOG 5, students will be able to locate~~ Locate and label on a map different cities of the world as discussed in class.
B. ~~Upon completion of GEOG 5, students will be able to locate~~ Locate and label on a map different rivers and landforms of the world as discussed in class.
C. ~~Upon completion of GEOG 5, students will be able to locate~~ Locate and label on a map the different countries of the world as discussed in class.

Course Objectives:

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

A. Interpret information about spatial features and relationships revealed though maps
B. Explain origins, spread, and development of major nations and regions using major geographic concepts
C. Compare and contrast the major regions of the world with respect to their relative locations, natural environments, peoples, resources, economies, and contemporary problems
D. Describe and analyze the relationships between cultures and the environment in creating landscapes and changing our environment

Course Content:

1. Diversity Amid Globalization
    1. Diversity Amid Globalization: A Geography for the Twenty-First Century
        1. Converging Currents of Globalization
        2. Advocates and Critics of Globalization
        3. Diversity in a Globalizing World
    2. Geography Matters: Environments, Regions, Landscapes
        1. Human-Environment Interaction
        2. Areal Differentiation and Integration
        3. Regions
        4. Space into Place: The Cultural Landscape
        5. Scales: Global to Local
        6. Themes and Issues in World Regional Geography
    3. Population and Settlement: People on the Land
        1. Population Growth and Change
        2. The Demographic Transition
        3. Migration Patterns
        4. Settlement Geography
    4. Cultural Coherence and Diversity: The Geography of Tradition and Change
        1. Culture in a Globalizing World
        2. When Cultures Collide
        3. Language and Culture in Global Context
        4. A Geography of World Religions
    5. Geopolitical Framework: Fragmentation and Unity
        1. Global Terrorism
        2. Nation-states

        3. Centrifugal and Centripetal Forces
        4. Boundaries and Frontiers
        5. Colonialism and Decolonialization
        6. International and Supranational Organizations
    6. Economic and Social Development: The Geography of Wealth and Poverty
        1. More- and Less-Developed Countries
        2. Indicators of Economic Development
        3. Indicators of Social Development
        4. The Vision of Sustainable Development
2. The Changing Global Environment
    1. Geology and Human Settlement: A Restless Earth
        1. Plate Tectonics
        2. Geologic Hazards: Earthquakes and Volcanoes
    2. Global Climates: An Uncertain Forecast
        1. Climatic Controls
        2. World Climate Regions
        3. Global Warming
    3. Water on Earth: A Scarce and Polluted Resource
        1. The Global Water Budget
        2. Flooding
    4. Human Impacts on Plants and Animals: The Globalization of Nature
        1. Biomes and Bioregions
        2. Tropical Forests and Savannas
        3. Deforestation in the Tropics
        4. Deserts and Grasslands
        5. Temperate Forests
    5. Food Resources: Environment, Diversity, Globalization
        1. Industrial and Traditional Agriculture
        2. The Green Revolution
        3. Problems and Projections
3. North America
    1. Environmental Geography: A Threatened Land of Plenty
        1. A Diverse Physical Setting
        2. Patterns of Climate and Vegetation
        3. Natural Processes and Natural Hazards
        4. The Costs of Human Modification
        5. The Price of Affluence
    2. Population and Settlement: Refashioning a Continental Landscape
        1. Modern Spatial and Demographic Patterns
        2. Occupying the Land
        3. North Americans on the Move
        4. Settlement Geographies: The Decentralized Metropolis
        5. Settlement Geographies: Rural North America
    3. Cultural Coherence and Diversity: Shifting Patterns of Pluralism
        1. The Roots of a Cultural Identity

2. Peopling North America
3. Culture and Place in North America
4. Patterns of North American Religion
5. The Globalization of American Culture

4. Geopolitical Framework: Patterns of Dominance and Division
    1. Creating Political Space
    2. Continental Neighbors
    3. The Legacy of Federalism
    4. A Global Reach
5. Economic and Social Development: Geographies of Abundance and Affluence
    1. An Abundant Resource Base
    2. Creating a Continental Economy
    3. North America and the Global Economy
    4. Persisting Social Issues

4. Latin America
    1. Environmental Geography: Neotropical Diversity
        1. Environmental Issues Facing Latin America
        2. Western Mountains and Eastern Shields
        3. River Basins and Lowlands
        4. Climate
    2. Population and Settlement: The Dominance of Cities
        1. The Latin American City
            1. Patterns of Rural Settlement
            2. Population Growth and Movements
    3. Patterns of Cultural Coherence and Diversity: Repopulating a Continent
        1. Demographic Collapse
        2. Patterns of Ethnicity and Culture
            1. The Global Reach of Latino Culture
    4. Geopolitical Framework: Redrawing the Map
        1. Iberian Conquest and Territorial Division
        2. Regional Organizations
    5. Economic and Social Development: Dependent Economic Growth
        1. Development Strategies
        2. Primary Export Dependency
        3. Latin America in the Global Economy
        4. Social Development

5. The Caribbean
    1. Environmental Geography: Paradise Undone
        1. Environmental Issues
        2. The Sea, Islands, and Rimland
        3. Climate and Vegetation
    2. Population and Settlement: Densely Settled Islands and Rimland Frontiers
        1. Demographic Trends
        2. The Rural-Urban Continuum
    3. Cultural Coherence and Diversity: A Neo-Africa in the Americas

        1. The Cultural Imprint of Colonialism
        2. Creating a Neo-Africa
        3. Creolization and Caribbean Identity
    4. Geopolitical Framework: Colonialism, Neo-Colonialism, and Independence
        1. Life in the "American Backyard"
        2. Independence and Integration
    5. Economic and Social Development: From Cane Fields to Cruise Ships
        1. From Fields to Factories and Resorts
        2. Social Development
6. Sub-Saharan Africa
    1. Environmental Geography: The Plateau Continent
        1. Africa's Environmental Issues
        2. Plateaus and Basins
        3. Climate and Vegetation
    2. Population and Settlement: Young and Restless
        1. Population Trends and Demographic Debates
        2. Patterns of Settlement and Land Use
        3. Urban Life
    3. Cultural Coherence and Diversity: Unity Through Adversity
        1. Language Patterns
        2. Religion
        3. Globalization and African Culture
    4. Geopolitical Framework: Legacies of Colonialism and Conflict
        1. Indigenous Kingdoms and European Encounters
        2. European Colonization
        3. Decolonization and Independence
        4. Enduring Political Conflict
    5. Economic and Social Development: The Struggle to Rebuild
        1. Roots of African Poverty
        2. Links to the World Economy
        3. Economic Differentiation Within Africa
        4. Measuring Social Development
        5. Women and Development
7. Southwest Asia and North Africa
    1. Environmental Geography: Life in a Fragile World
        1. Regional Landforms
        2. Patterns of Climate
        3. Legacies of a Vulnerable Landscape
    2. Population and Settlement: Patterns in an Arid Land
        1. The Geography of Population
        2. Water and Life: Rural Settlement Patterns
        3. A Region on the Move
        4. Shifting Demographic Patterns
    3. Cultural Coherence and Diversity: Signature of Complexity
        1. Patterns of Religion

2. Geographies of Language
3. Regional Cultures in Global Context

4. Geopolitical Framework: A Region of Persisting Tensions
    1. The Colonial Legacy
    2. Modern Geopolitical Issues
    3. An Uncertain Political Future
5. Economic and Social Development: Lands of Wealth and Poverty
    1. The Geography of Fossil Fuels
    2. Regional Economic Patterns
    3. Issues of Social Development
    4. Global Economic Relationships

8. Europe
    1. Environmental Geography: Human Transformation of a Diverse Landscape
        1. Environmental Issues, Local and Global, East and West
        2. Landform and Landscape Regions
        3. Europe's Climates
        4. Seas, Rivers, Courts, and Coastline
    2. Population and Settlement: Slow Growth and Rapid Migration
        1. Population Density in the Core and Periphery
        2. Natural Growth: Beyond the Demographic Transition
        3. Migration to and Within Europe
        4. The Geography of "Fortress Europe"
        5. The Landscapes of Urban Europe
    3. Cultural Coherence and Diversity: A Mosaic of Differences
        1. Geographies of Language
        2. Geographies of Religion, Past and Present
        3. European Culture in a Global Context
    4. Geopolitical Framework: A Dynamic Map
        1. Geopolitical Background: From Empire to Nation-State
        2. Redrawing the Map of Europe Through War
        3. A Divided Europe, East and West
        4. Immigration Issues within Europe Today
    5. Economic and Social Development: Integration and Transition
        1. Europe's Industrial Revolution
        2. Rebuilding Postwar Europe: Economic Integration in the West
        3. Economic Integration, Disintegration, and Transition in Eastern Europe
9. The Russian Domain
    1. Environmental Geography: A Vast and Challenging Land
        1. The European West
        2. The Ural Mountains and Siberia
        3. The Russian Far East
        4. The Caucasus and Transcaucasia
        5. A Devastated Environment
    2. Population and Settlement: An Urban Domain
        1. Population Distribution

2. Regional Migration Patterns
3. Inside the Russian City
4. The Demographic Crisis

3. Cultural Coherence and Diversity: The Legacy of Slavic Dominance
    1. The Heritage of the Russian Empire
    2. Geographies of Language
    3. Geographies of Religion
    4. Russian Culture in Global Context
4. Geopolitical Framework: The Remnants of a Global Superpower
    1. Geopolitical Structure of the Former Soviet Union
    2. Current Geopolitical Setting
    3. The Shifting Global Setting
5. Economic and Social Development: An Era of Ongoing Adjustment
    1. The Legacy of the Soviet Economy
    2. The Post-Soviet Economy
    3. Growing Economic Globalization

10. Central Asia
    1. Environmental Geography: Steppes, Deserts, and Threatened Lakes of the Eurasian Heartland
        1. Other Environmental Issues
        2. Central Asia's Physical Regions
    2. Population and Settlement: Densely Settled Oases amid Vacant Lands
        1. Highland Population and Subsistence Patterns
        2. Lowland Population and Subsistence Patterns
        3. Population Issues
        4. Urbanization in Central Asia
    3. Cultural Coherence and Diversity: A Meeting Ground of Disparate Traditions
        1. Historical Overview: an Indo-European Hearth?
        2. Contemporary Linguistic and Ethnic Geography
        3. Geography of Religion
        4. Central Asian Culture in Traditional and Global Contexts
    4. Geopolitical Framework: Political Reawakening in a Power Void
        1. Partitioning of the Steppes
        2. Central Asia Under Communist Rule
        3. Current Geopolitical Tension
        4. International Dimensions of Central Asian Tension
    5. Economic and Social Development: Abundant Resources, Devastated Economies
        1. Postcommunist Economies
        2. Social Development in Central Asia
11. East Asia
    1. Environmental Geography: Resource Pressures in a Crowded Land
        1. Flooding, Dam-Building, and Related Issues in China
        2. Other East Asian Environmental Problems
        3. East Asia's Physical Geography
    2. Population and Settlement: A Region of Crowded Basins
        1. Japanese Settlement and Agricultural Patterns

2. Settlement and Agricultural Patterns in China, Taiwan, and Korea
3. East Asian Agriculture and Resource Procurement in Global Context
4. Urbanization in East Asia

3. Cultural Coherence and Diversity: A Confucian Realm?
    1. Unifying Cultural Characteristics
    2. Religious Unity and Diversity in East Asia
    3. Linguistic and Ethnic Diversity in East Asia
    4. East Asian Cultures in Global Context
4. Geopolitical Framework and Its Evolution: The Imperial Legacies of China and Japan
    1. The Evolution of China
    2. The Rise of Japan
    3. Postwar Geopolitics
    4. The Global Dimension of East Asian Geopolitics
5. Economic and Social Development: An Emerging Core of the Global Economy
    1. Japan's Economy and Society
    2. The Newly Industrialized Countries
    3. Chinese Development
    4. Social Conditions in China

12. South Asia
    1. Environmental Geography: Diverse Landscapes, from Tropical Islands to Mountain Rim
        1. The Film Star and the Poacher King
        2. Environmental Issues of South Asia
        3. The Four Subregions of South Asia
        4. South Asia's Monsoon Climates
    2. Population and Settlement: The Demographic Dilemma
        1. The Geography of Family Planning
        2. Migration and the Settlement Landscape
        3. Agricultural Regions and Activities
        4. Urban South Asia
    3. Cultural Coherence and Diversity: A Common Heritage Rent by Religious Rivalries
        1. Origins of south Asian Civilizations
        2. Contemporary Geographies of Religion
        3. Geographies of Language
        4. South Asians in a Global Cultural Context
    4. Geopolitical Framework: A Deeply Divided Region
        1. South Asia Before and After Independence in 1947
        2. Ethnic Conflicts in South Asia
        3. International and Global Geopolitics
    5. Economic and Social Development: Burdened by Poverty
        1. South Asian Poverty
        2. Geographies of Economic Development
        3. Globalization and India's Economic FutureSocial Development
13. Southeast Asia
    1. Environmental Geography: A Once-Forested Region
        1. The Tragedy of the Karen

        2. The Deforestation of Southeast Asia
        3. Smoke and Air Pollution
        4. Patterns of Physical Geography
    2. Population and Settlement: Subsistence, Migration, Cities
        1. Settlement and Agriculture
        2. Recent Demographic Change
        3. Urban Settlement
    3. Cultural Coherence and Diversity: A Meeting Ground of World Cultures
        1. The Introduction and Spread of Major Cultural Tradition
        2. Geography of Language and Ethnicity
        3. Southeast Asian Culture in Global Context
    4. Geopolitical Framework: War, Ethnic Strife, and Regional Cooperation
        1. Before European Colonialism
        2. The Colonial Era
        3. The Vietnam War and Its Aftermath
        4. Geopolitical Tension in Contemporary Southeast Asia
        5. International Dimensions of Southeast Asian Geopolitics
    5. Economic and Social Development: The Roller-Coaster Ride of Tiger Economies
        1. Economic Leaders and Laggards
        2. Globalization and the Southeast Asian Economy
        3. Issues of Social Development
14. Australia and Oceania
    1. Environmental Geography: A Varied Natural and Human Habitat
        1. Environments at Risk
        2. Australian Environments
        3. New Zealand's Varied Landscape
        4. The Oceanic Realm
    2. Population and Settlement: A Diverse Cultural Landscape
        1. Contemporary Population Patterns
        2. Legacies of Human Occupancy
        3. Modern Settlement Landscapes
        4. Diverse Demographic Paths
    3. Cultural Coherence and Diversity: A Global Crossroads
        1. Multicultural Australia
        2. Patterns in New Zealand
        3. Mosaic of Pacific Cultures
    4. Geopolitical Framework: A Land of Fluid Boundaries
        1. Creating Geopolitical Space
        2. Persisting Geopolitical Tensions
        3. A Regional and Global Identity?
    5. Economic and Social Development: A Hard Path to Paradise
        1. Uncertain Avenues to Affluence
        2. The Global Economic Setting
        3. Enduring Social Challenges

Methods of Instruction:

1. Lecture - ~~1.~~ White Board Presentation ~~2.~~ , PowerPoint Presentations ~~3.~~ , Slides and Videos
2. Audio-visual Activity - ~~Use~~ Presentation of ~~google~~ information ~~earth~~ in varied formats (e.g., captioned videos, screen-reader accessible text, and audio) to ensure accessibility for ~~assignments~~ all ~~and / or lecture material~~ learners.
3. Classroom Activity - Applications ~~1.~~ : Maps and Map Reading
4. Discussion - Current event analysis through weekly discussions that require one or two peer review responses. Differentiated instruction is used as students can choose the current event they want to report on using geographical themes for analysis. Using local news, stories, or events to teach spatial concepts and global interconnections. Encourages group interactions, allows for individual differences, personality, prior knowledge and life experiences when discussing each event as it applies to a specific world region. Promotes inclusivity of all students through sharing, expressing points of view and group discussions between peers.

Methods of Evaluation

A. Exams/Tests
    1. Two midterms and one final exam
B. Home Work
    1. weekly
C. Quizzes
    1. Three

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. ~~Google Earth assignments are given having the students do virtual trips for different places around the world.~~
2. ~~Questions from the end of the chapters~~
3. Term paper on a current World Geography topic
4. Written responses to questions from the end of the chapters

B. Other:

1. Virtual trips for different places around the world using Google Earth.
2. Map location and analysis of different regions of the world.

Textbooks (Typical):

Textbook:

1. J. Moreno-Tejada *World Historical Geography: Regional Trends and Global Themes.* 1st ed., Wiley, 2026.
2. R. Berglee *World Regional Geography: People, Places, and Globalization.* , FlatWorld, 2022.
3. L. Pulsipher , et al. *World Regional Geography: Global Patterns, Local Lives.* ~~7th~~ 8th ed., ~~WH~~ W.H. Freeman, ~~2017~~ 2025 .
4. Nijman et al *The World Today.* ~~7th~~ 8th ed., ~~John~~ Wiley, 2020.
5. H.J. de Blij, Peter O. Muller, Jan Nijman *Geography: Realms, Regions, and Concepts.* 16th Edition ed., Wiley, ~~2017~~ 2020 .

Other Materials Required of Students

1. Computer and Internet access.

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Increased access to education: Distance education serves students in remote areas or underserved areas, or students who work full-time. It gives access to the high-quality geography programming at Las Positas, overcoming long-distance commutes and offers this class to a more diverse type of student.

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

Due to the growing demand for flexible education options that accommodate diverse lifestyles and work commitments for students. Enrollment has increased due to the online course availability.

Accessibility:

- 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:

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

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **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: Every assignment.

Student-Student Interaction

- **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: For the entire semester.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2 midterms 3 quizzes 1 final exam

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: GEOG 125 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000380251

CB03: TOP Code

220600 - Geography

CIP Code

45.0701 - Geography.

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

Admin Outline Comparison

Course Modification: GEOG 8 - Introduction to Atmospheric Science

Course Modification: GEOG 8 - Introduction to Atmospheric Science (Launched - Implemented 03-08-2026)
compared with
GEOG 8 - Introduction to Atmospheric Science (Active - Implemented 01-01-2019)

Admin Outline for Geography 8
Introduction to Atmospheric Science

Effective: ~~Spring~~ Fall
~~2019~~ 2027

Catalog Description:

GEOG 8 - Introduction to Atmospheric Science
3.00 Units

Introduction to the Earth's atmosphere: topics include atmospheric structure and composition, solar radiation and energy balances, temperature, seasonal changes, atmospheric moisture, clouds and fog, precipitation, air pressure, winds, air masses and fronts, cyclones, weather forecasting, climate and climate change. 3 Units
Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Geography

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Define and describe the climates of the world as defined by Koppen.
B. Define different type of fronts and use these fronts on the map to predict the weather for a ~~specificarea~~ specific area .
C. Identify and describe the differences between stable and unstable air and give the ~~expectedweather~~ expected weather characteristics.

Course Objectives:

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

A. Explain the energy balance of the Earth-atmosphere system.
B. Describe forces that cause atmospheric motion and resultant pressure patterns, wind systems and global circulation.
C. Describe moisture, clouds and precipitation processes, and their distributions.
D. Explain weather systems, distribution and extreme events .
E. Classify and interpret atmospheric data through weather maps, radar imagery and satellite data.
F. Describe global climate distribution and causes and implications of climate change.

Course Content:

1. The Earth and Its Atmosphere
    1. Overview of the Earth's Atmosphere
    2. Vertical Structure of the Atmosphere
    3. Weather and Climate
2. Energy: Warming the Earth and the Atmosphere
    1. Energy, Temperature, and Heat
        1. Temperature Scales
        2. Specific Heat
        3. Latent Heat – The Hidden Warmth
    2. Heat Transfer in the Atmosphere

        1. Conduction
        2. Convection
        3. The Fate of a Sunbeam
        4. Rising Air Cools and Sinking Air Warms

    3. Radiation
        1. Radiation and Temperature
        2. Radiation of the Sun and Earth

    4. Balancing Act – Absorption, Emission, and Equilibrium
        1. Selective Absorbers and the Atmospheric Greenhouse Effect
        2. Enhancement of the Greenhouse Effect
        3. Warming the Air from Below

    5. Incoming Solar Energy
        1. Scattered and Reflected Light
        2. The Earth's Annual Energy Balance
        3. Solar Particles and Aurora

3. Seasonal and Daily Temperatures
    1. Why the Earth Has Seasons
        1. Seasons in the Northern Hemisphere

        2. Seasons in the Southern Hemisphere

    2. Local Seasonal Variations
        1. Daytime Warming
        2. Nighttime Warming
        3. Radiation Inversions
        4. Protecting Crops from the Cold

    3. The Controls of Temperature
    4. Air Temperature Data
        1. Daily, Monthly, and Yearly Temperatures
        2. The Use of Temperature Data

    5. Air Temperature and Human Comfort
    6. Measuring Air Temperature

4. Light, Color, and Atmospheric Optics
    1. White and Colors
    2. White Clouds and Scattered Light
    3. Blue Skies and Hazy Days
    4. Red Suns and Blue Moons
    5. Twinkling, Twilight, and the Green Flash

6. The Mirage: Seeing Is Not Believing
7. Halos, Sundogs, and Sun Pillars
8. Rainbows
9. Coronas, Glories, and Heiligenschein

5. Atmospheric Moisture
    1. Water in the Atmosphere
        1. The Many Phases of Water
        2. Circulation of Water in the Atmosphere
    2. Absolute Humidity
    3. Specific Humidity and Mixing Ratio
    4. Vapor Pressure
    5. Relative Humidity
        1. Relative Humidity and Dew Point
        2. Comparing Humidities
        3. Relative Humidity in the Home
        4. Relative Humidity and Human Discomfort
        5. Measuring Humidity

6. Condensation: Dew, Fog, and Clouds
    1. The Formation of Dew and Frost

2. Condensation Nuclei
3. Haze
4. Fog
    1. Radiation Fog
    2. Advection Fog
    3. Upslope Fog
    4. Evaporation (Mixing) Fog
5. Foggy Weather
6. Clouds
    1. Classification of Clouds
    2. Cloud Identification
    3. High Clouds
    4. Middle Clouds
    5. Low Clouds
    6. Clouds with Vertical Development
    7. Some Unusual Clouds
    8. Cloud Observations
    9. Determining Sky Conditions
    10. Satellite Observations

7. Stability and Cloud Development
    1. Atmospheric Stability
    2. Determining Stability
        1. Stable Air
        2. A Stable Atmosphere
        3. Unstable Air
        4. Causes of Instability
    3. Cloud Development
        1. Convection and Clouds
        2. Topography and Clouds
        3. Widespread Ascent and Clouds
        4. Changing Cloud Forms
        5. Mixing and Stratocumulus
8. Precipitation
    1. Precipitation Processes
        1. How Do Cloud Droplets Grow Larger?
        2. Collision and Coalescence Process
        3. Ice-Crystal Process
        4. Cloud Seeding and Precipitation
        5. Precipitation in Clouds

2. Precipitation Types
    1. Rain
    2. Snow
    3. Sleet and Freezing Rain
    4. Snow Grains and Snow Pellets
    5. Hail

3. Measuring Precipitation
    1. Instruments
    2. Doppler Radar and Precipitation

9. The Atmosphere in Motion: Air Pressure, Forces, and Winds
    1. Atmospheric Pressure
        1. Pressure Measurements
        2. Pressure Readings

    2. Surface and Upper-Level Charts
    3. Newton's Laws of Motion
    4. Forces the Influence the Winds
        1. Pressure Gradient Force

2. Coriolis Force
3. Straight-Line Flow Aloft – Geostrophic Winds
4. Curved Winds Around Lows and Highs Aloft – Gradient Winds
5. Winds on Upper-Level Charts
6. Surface Winds

5. Winds and Vertical Air Motions

10. Wind: Small-Scale and Local Systems
    1. Small-Scale Winds Interacting with the Environment
        1. Scales of Motion
        2. Friction and Turbulence in the Boundary Layer
        3. Eddies – Big and Small
        4. The Force of the Wind
        5. Microscale Winds Blowing over the Earth's Surface
    2. Determining Wind Direction and Speed
        1. The Influence of Prevailing Winds
        2. Wind Instruments
    3. Local Wind Systems
        1. Thermal Circulations
        2. Sea and Land Breezes

3. Local Winds and Water
4. Seasonally Changing Winds – The Monsoon
5. Mountain and Valley Breezes
6. Katabatic Winds
7. Chinook (Foehn) Winds
8. Santa Ana Winds
9. Other Local Winds of Interest

11. Wind: Global Systems
    1. General Circulation of the Atmosphere
        1. Single-Cell Model
        2. Three-Cell Model
        3. Average Surface Winds and Pressure: The Real World
        4. The General Circulation and Precipitation Patterns
        5. Average Wind Flow and Pressure Patterns Aloft
    2. Jet Streams
        1. The Formation of the Polar Front Jet and the Subtropical Jet
        2. Other Jet Streams
    3. Atmosphere-Ocean Interactions

        1. Global Wind Patterns and Surface Ocean Currents
        2. Upwelling

    4. El Niño and the Southern Oscillation
    5. Other Ocean Temperature Fluctuations and Climate Patterns

12. Air Masses and Fronts
    1. Air Masses
        1. Source Regions
        2. Classification
        3. Air Masses of North America
    2. Fronts
        1. Stationary Fronts
        2. Cold Fronts
        3. Warm Fronts
        4. Occluded Fronts
        5. Upper Air Fronts

13. Middle-Latitude Cyclones
    1. Polar Front Theory
    2. Where Do Mid-Latitude Storms Tend to Form?

3. Vertical Structure of Deep-Pressure Systems
4. Upper-Level Waves and Surface storms
5. The Necessary Ingredients for a Developing Wave Cyclone
    1. Upper-Air Support
    2. The Role of the Jet Stream
    3. The Conveyor Belt Model of Rising and Descending Air
    4. A Developing Wave-Cyclone – The March Storm of 1993
6. Polar Lows
7. Vorticity, Divergence, and Developing Storm Systems

14. Weather Forecasting
    1. Acquisition of Weather Information
    2. Weather Forecasting Methods
        1. The Computer and Weather Forecasting: Numerical Weather Prediction
        2. Forecasting Tools
        3. Why Forecasts Go Awry and Steps to Improve Them
        4. Other Forecasting Methods
        5. Types of Forecasts
        6. Accuracy and Skill in Forecasting
    3. Predicting the Weather from Local Signs

4. Weather Forecasting Using Surface Charts
    1. Determining the Movement of Weather Systems
    2. A Forecast for Six Cities
5. A Meteorologist Makes a Prediction
    1. Help from the 500-mb Chart
    2. The Computer Provides Assistance
    3. A Valid Forecast
    4. Assistance from the Satellite
    5. A Day of Rain and Wind

15. Thunderstorms and Tornadoes
    1. Thunderstorms
        1. Ordinary Thunderstorms
        2. Severe Thunderstorms
        3. The Gust Front and Microburst
        4. Mesoscale Convective Systems
        5. Squall Lines
        6. Mesoscale Convective Complexes (MCCs)
        7. Dryline Thunderstorms
        8. Thunderstorm Movement
        9. Floods and Flash Floods

2. Distribution of Thunderstorms
    1. Lightning and Thunder
    2. Electrification of Clouds
    3. The Lightning Stroke
3. Lightning Detection and Suppression
4. Tornadoes
    1. Tornado Occurrence
    2. Tornado Winds
    3. Seeking Shelter
    4. The Fujita Scale
    5. Tornadic Thunderstorms
    6. Favorable Atmospheric Conditions
    7. Supercell Tornadoes
    8. Nonsupercell Tornadoes
5. Severe Weather and Doppler Radar
6. Waterspouts

16. Hurricanes
    1. Tropical Weather

2. Anatomy of a Hurricane
3. Hurricane Formation and Dissipation
    1. Hurricane Stages of Development
    2. Hurricane Movement
    3. Destruction and Warning
    4. Modifying Hurricanes
4. Naming Hurricanes

17. Air Pollution
    1. A Brief History of Air Pollution
    2. Types and Sources of Air Pollutants
        1. Principal Air Pollutants
        2. Ozone in the Troposphere
        3. Ozone in the Stratosphere
        4. Stratospheric Ozone: Production-Destruction
        5. Stratospheric Ozone – Upsetting the Balance
        6. Air Pollution: Trends and Patterns
    3. Factors That Affect Air Pollution
        1. The Role of the Wind
        2. The Role of Stability and Inversions
        3. The Role of Topography

4. Severe Air Pollution Potential

4. Air Pollution and the Urban Environment
5. Acid Deposition

18. Global Climate
    1. A World with Many Climates
        1. Global Temperatures
        2. The Hottest and Coldest Places on Earth
        3. Global Precipitation

    2. Climatic Classification
        1. The Ancient Greeks
        2. The Köppen System
        3. Thornthwaite's System

    3. The Global Pattern of Climate
        1. Tropical Moist Climates (Group A)
        2. Dry Climates (Group B)
        3. Moist Subtropical Mid-Latitude Climates (Group C)
        4. Moist Continental Climates (Group D)
        5. Polar Climates (Group E)

6. Highland Climates (Group H)

19. Climate Change

    1. The Earth's Changing Climate

        1. Determining Past Climates
        2. Climate Through the Ages
        3. Climate During the Last 1000 Years

    2. Possible Causes of Climatic Change

        1. Climate Change and Feedback Mechanisms
        2. Climate Change, Plate Tectonics, and Mountain Building
        3. Climate Change and Variations in the Earth's Orbit
        4. Climate Change and Atmospheric Particles
        5. Aerosols in the Troposphere
        6. Volcanic Eruptions and Aerosols in the Stratosphere
        7. Climate Change and Variations in Solar Output

    3. Global Warming

        1. The Recent Warming
        2. Radiative Forcing Agents
        3. Climate Models and Recent Temperature Trends
        4. Future Warming – Projections, Questions and Uncertainties

5. Possible Consequences of Global Warming

6. In Perspective

Methods of Instruction:

1. Lecture - 1. ~~Whiteboard~~ PowerPoint ~~Presentation~~ Slide Presentations 2. ~~PowerPoint Presentations~~ Videos 3. ~~Videos 4.~~ Current ~~Slides~~ analysis of weather from satellite sources
2. Discussion - 1. Current Events 2. Current Weather & Forecasting ~~3.~~
3. Demonstration - Demonstration of Instruments ~~a.~~ ; Anemometers ~~b.~~ , Thermometers
4. ~~Web-Based~~ , ~~Resources 1~~ Barometers, Sling Psychrometers, Doppler Radar, etc . Active ~~Unisys~~ learning ~~Weather~~ demonstrations : ~~http://weather.unisys.com 2.~~ using real-time data from NOAA's National Weather Service Prediction Center show live satellite imagery and radar data. Students analyze these maps to identify pressure systems, fronts and precipitation, or weather events such as tornadoes, hurricanes, and midlatitude cyclones. This makes the atmospheric science relatable and allows students to see the societal impacts of meteorology. Promotes inclusion and diversity as all forms of weather affect the lives of every living person.
5. Observation - Observation assignments within the classroom can include: Surface Weather Stations : ~~http:~~ Tracking local temperature, pressure, and precipitation. Radiosondes / ~~/www.nws.noaa.gov/3.~~ Weather ~~Brooks/Cole Earth Science Resource Center~~ Balloons : ~~http~~ Measuring vertical profiles of atmospheric pressure, temperature, and humidity. Satellite Imagery : ~~//earthscience~~ Monitoring cloud patterns, water vapor, and surface temperatures from space . ~~brookscole~~ Radar Technologies: Detecting precipitation type, intensity, and movement . ~~com~~ Data Analysis: Using collected data to identify patterns and validate forecasting models . -

Methods of Evaluation

A. Exams/Tests
    1. One Final Exam
B. Home Work
    1. weekly
C. ~~bi-weeklyquizzes and final exam (or) two or three midterm (unit) exams and final exam projects and/or research~~ Papers
    1. Research paper ~~to be assigned~~ at the discretion of the instructor
D. Projects
    1. at the discretion of the instructor
E. Quizzes
    1. bi-weeklyquizzes

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. Weekly assignments given from the back of the textbook
2. ~~Presentations dealing with different types of weather occurances~~
3. Term paper based on some type of weather and climate principle.

B. Other:

1. Presentations dealing with different types of weather occurances

Textbooks (Typical):

Textbook:

1. Wallace, J., D. Battisti, D. Thompson, and D. Hartmann *The Atmospheric General Circulation.* 1st ed., Cambridge University Press, 2023.
2. C. Donald Ahrens and Robert Henson *Essentials of Meteorology: An Invitation to the Atmosphere.* 9th ed., Cengage Learning, 2023.
3. Edward Aguado, James E. Burt *Understanding Weather and Climate, Global Edition.* 7th edition ed., Pearson, 2015.
4. Paul Palmer *Atmosphere: A Very Short Introduction.* 1st ed., Oxford University Press, 2017.
5. Donalds Ahrens *Meteorology Today: An Introduction to Weather, Climate, and the Environment.* ~~12~~ 13th ed., ~~Brooks~~ Cengage ~~/ Cole~~ Learning , ~~2018~~ 2021 .
6. Frederick ~~Lutkins~~ Lut , - Edward Tarbuck *The Atmosphere.* ~~13~~ 14 ed., Pearson Higher Education, ~~2015~~ 2018 .

Other Learning Materials:

1. Web-Based Resources

1. Unisys Weather: http://weather.unisys.com
2. National Weather Service: http://www.nws.noaa.gov/
3. Brooks/Cole Earth Science Resource Center: http://earthscience.brookscole.com.

Other Materials Required of Students

1. Computer and Internet Access.

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 5A - Physical Science - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 5 - Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: GEOG 130 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000349409

CB03: TOP Code

220600 - Geography

CIP Code

45.0701 - Geography.

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

Admin Outline Comparison

Course Modification: GEOG 15 - Introduction to GIS

Course Modification: GEOG 15 - Introduction to GIS (Launched - Implemented 03-08-2026)
compared with
GEOG 15 - Introduction to GIS (Active - Implemented 08-15-2018)

Admin Outline for Geography 15
Introduction to GIS

Effective: Fall
~~2018~~ 2027

Catalog Description:

GEOG 15 - Introduction to GIS
3.00 Units

Study of Geographic Information Systems (GIS) science and its applications to spatial data management. Identification and acquisition of GIS data. Assessment of vector and raster systems, scale, resolution, map projection, coordinate systems, georeferencing and Global Positioning Systems (GPS). Spatial analysis and modeling with GIS . Learn and apply the ESRI software, ArcGIS Pro 3.4, to creating maps using a wide array of spatial location data . 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Geography

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Understand~~ Demonstrate ~~the~~ proficiency ~~core~~ in ~~functionality~~ using ~~of~~ professional GIS software; ArcGIS Pro , ~~software.~~ QGIS for creating, managing and editing geospatial data

B. ~~Implement~~ Create ~~basic~~ and share web-based maps and GIS ~~tasks as spatial analysis~~ applications , ~~set map projections, find~~ including data ~~online,~~ visualizations ~~create~~ via ~~spatial~~ platforms ~~data,~~ like ~~symbolize~~ ArcGIS Online.

C. Design and ~~label~~ execute ~~maps~~ an independent , ~~classify~~ comprehensive ~~data,~~ GIS project from conceptualization to final map layout ~~construction, navigate digital maps~~ .

Course Objectives:

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

A. Define Geographic Information Systems (GIS)

B. Identify and evaluate GIS data sources and the importance of metadata.

C. Demonstrate the process of converting analogue data to digital data for use in a GIS

D. Identify, compare and contrast vector and raster GIS.

E. ~~Evaluate~~ Learn the capabilities of various GIS software programs , ArcGIS Pro 3.4 and ArcGIS Online web mapping

F. Apply cartographic principles of scale, resolution, projection and data management to a problem of a geographic nature

G. Apply spatial analysis functions on a GIS to solve a Geospatial problem

Course Content:

1. What is GIS?
    1. Definition(s)
    2. History
    3. Advantages over traditional mapping
    4. Introduction to GIS subsystems
        1. Data input function
        2. Data storage and retrieval function
        3. Data manipulation and analysis functions
        4. Data output function

5. Overview of GIS components
    1. Hardware
    2. Software
    3. Data
    4. People
    5. Methods

2. GIS applications overview
    1. Desktop GIS
    2. GIS as a multi-disciplinary learning tool
    3. GIS for spatial analysis

3. Basic computer literacy and skills for GIS
    1. Introduction to a GIS interface
        1. Graphical user interface
        2. Online help system
    2. Fundamental word processor, spreadsheet, and database skills
    3. Introduction to file management and working directories

4. Map feature concepts
    1. Points, lines, polygons

2. Absolute and relative location
3. Attributes
4. Attribute symbols and codes
5. Coordinate systems (location reference systems)
6. Spatial distributions and relationships

5. Fundamental cartographic concepts
    1. Scale
        1. Definition
        2. Types
        3. Affect on point, line, polygon features and symbols
    2. Map properties
        1. Shape
        2. Area
        3. Distance
        4. Direction
        5. Proximity
    3. Map distortion
        1. Relation to size of area mapped
        2. Relation to projection of Earth to a plane

4. Projections, ellipsoids, and datums

6. Overview of GIS data types and data models and their map structures
    1. GIS data types
        1. Spatial data
        2. Attribute (tabular) data
        3. Image data
    2. Spatial data models and their map structures
        1. Vector
        2. Raster
        3. Image
    3. Relationship of the “Paper Map World” to the “GIS Map World”
        1. Representation of points, lines, areas on a paper map
        2. Representation of points, lines, polygons on a GIS map
        3. GIS raster and vector storage of points, lines, polygons
    4. Overview of attribute data models
        1. Tabular
        2. Hierarchical
        3. Network

4. Relational
5. Object-oriented

7. Introduction to accessing and creating data
    1. Sources
        1. Hard-copy maps
        2. CAD drawings
        3. Aerial photographs
        4. Remotely-sensed satellite imagery
        5. Point data samples from surveys and GPS
        6. Existing digital files and the
    2. Data examples
        1. Demographic
        2. Transportation
        3. Land records
        4. Natural resources
        5. Terrain
        6. Other
    3. Data quality

1. Metadata
2. Precision, accuracy, and error

4. Downloading and input techniques
    1. Digitizing
    2. Scanning
    3. Data compression and decompression
    4. Data conversion (source format to system-compatible format)
    5. Data projection
    6. Registration and conflation

8. Managing, querying, analyzing, and creating spatial data
    1. Thematic data (theme) concept
        1. Vertical organization of features and their attributes
        2. Spatial data source formats for themes
        3. Image and tabular data source formats for themes

    2. Managing thematic data
        1. Adding themes to a data view
        2. Features based on a spatial data source
        3. Images based on aerial photographs or satellite images
        4. X,Y coordinates from a table

5. Accessing a theme attribute table

3. Referencing thematic data to the real-world
    1. Review of the fundamental map projection concept
        1. Real-world (globe) locations measured in spherical latitude/longitude coordinates
        2. Corresponding map locations measured in planar x,y coordinates
        3. Distortion of map properties due to conversions of locations from spherical to planar coordinates
    2. Understanding when a map projection is required
        1. Making measurements
        2. Comparing map features
        3. Aligning images and features
    3. Setting properties of a data view
        1. Definitions of unprojected and projected data
        2. Working with unprojected and projected data
        3. Setting distance units
        4. Changing the scale
    4. Measuring distance and area

4. Classifying, displaying, and symbolizing thematic data

1. Accessing the theme's legend
2. Legend types
    1. Single symbol
    2. Unique value
    3. Graduated color
    4. Graduated symbol
    5. Dot density
    6. Chart symbol
3. Classifying data for symbolization
    1. Natural breaks
    2. Quantile
    3. Equal interval
    4. Equal area
    5. Standard deviation
4. Manipulating classes
    1. Adding and deleting classes
    2. Editing values and labels
5. Modifying legend elements
6. Changing symbols through palettes

7. Scaling symbols

5. Managing thematic data display
    1. Selecting feature subsets
    2. Setting scale thresholds for display of features
    3. Labeling theme features
    4. Creating linkages to images and documents

6. Querying features in a data display
    1. Accessing information about features
    2. Selecting features based on attributes

7. Managing tabular data
    1. Adding tables from external sources
    2. Creating a new table
    3. Editing tables
        1. Field definitions
            1. Numeric
            2. String
            3. Boolean
            4. Data

        2. Adding records

3. Deleting fields and records
4. Editing cell values
5. Calculating new values

4. Creating a summary table for attributes tables

8. Querying records in a table
    1. Selecting records based on attributes
    2. Modifying the selected set
        1. Adding records
        2. Refining the selection
        3. Creating a new selected set
    3. Displaying statistics for a field
    4. Creating a summary table

9. Joining and linking relationships between tables
    1. Reasons for associating tables
    2. Relational database basic concepts
        1. Destination and source tables
        2. Common field

3. Table record relationships
    1. One-to-one
    2. Many-to-one
    3. One-to-many

4. Joining and linking
    1. Operations
    2. Results

10. Analyzing spatial relationships between two themes
    1. Theme-on-theme selection concept:
        1. Selector theme
        2. Target theme(s)

    2. Types of relationships
        1. Proximity
        2. Adjacency
        3. Containment
        4. Intersection

11. Analyzing spatial relationships by spatially joining tables

1. Spatial join concept
2. Kinds of spatial relationships to compare locations
    1. Containment
    2. Proximity
3. Join attributes based on containment
4. Join attributes based on proximity

12. Creating and editing coordinate files
    1. Functions of coordinate files
        1. Stores feature geometry (shape and location)
        2. Stores indexes of feature geometry
        3. Stores attribute information
    2. Creating new coordinate files
        1. Converting an existing theme to a coordinate file
        2. Converting selected feature(s) to a coordinate file
        3. Adding new features
        4. Snapping features with a tolerance distance
        5. Add attributes
    3. Editing coordinate files

1. Reshaping a feature by moving, adding, or deleting vertices
2. Splitting line or polygon features and update attributes
3. Merging features and updating attributes
4. Optional operations (combine, intersect, subtract)

13. Address geocoding
    1. Concept: linking addresses to geographic locations
    2. Required input data
        1. Reference street theme with attributes
            1. Street name
            2. Street type
            3. Address rang
            4. Direction
            5. ZIP codes
        2. Address table
    3. 3-step geocoding process
        1. Making the reference theme matchable
            1. Set geocoding theme properties
            2. Creating a geocoding index file

2. Batch-matching addresses in table to reference theme
    1. Creating output geocoded point theme
    2. Interpreting match scores
3. Re-matching addresses not batch-matched
    1. Interactive re-match
    2. Geocoding editor
4. Testing: locate a single address

9. Overview of other data analysis functions that enhance visualization and decision-making capabilities of GIS
    1. Buffering and neighborhood functions
    2. Surface analysis
    3. Network analysis
    4. Image analysis
    5. 3D analysis
    6. Business analysis
    7. Tracking analysis

10. Cartographic and graphical presentation of GIS information

1. Cartographic layouts
    1. Concepts
        1. Interface for creating presentation-quality maps
        2. Collections of documents, images, graphics, and text
    2. Design factors
        1. Purpose of map
        2. Audience
        3. Map elements
            1. Map body
            2. Legend
            3. Scale bar
            4. North arrow
            5. Title
            6. Neatline
    3. Creating a map layout
        1. Page layout: size, orientation, margins, grid
        2. Defining, creating, and scaling frames
    4. Adding and modifying graphics

5. Layout templates
    1. Using standard templates
    2. Creating custom templates
6. Layout print options

2. Charts
    1. Creating a chart
        1. Specifying elements to be graphed
        2. Choosing a chart format
            1. Area
            2. Bar
            3. Column
            4. Line
            5. Pie
            6. S
            7. X,Y scatterplot
    2. Changing chart elements
    3. Querying and editing charts
        1. Extracting information from the table
        2. Editing/selecting records in the table to change chart content

3. Adding and deleting data markers

Methods of Instruction:

1. ~~Field~~ Audio-visual ~~Trips~~ Activity - ~~(some~~ Video ~~instructors~~ presentations ~~may~~ of ~~have~~ final ~~field~~ project ~~trips~~ maps using powerpoint presentation slides to ~~government~~ detail the process of data collection, data classification, cartographic design, spatial analysis.
2. Demonstration - Instructor provides step-by-step videos and ~~commercial~~ the ~~sites~~ process ~~so~~ of ~~students~~ creating ~~can~~ a ~~experience~~ map ~~"GIS~~ using ~~at~~ spatial ~~work")~~ data variables.
3. ~~Interactive~~ Lecture ~~Web~~ - ~~Sessions~~
4. ~~Lectures~~ Lecture covers cartographic design using map elements, spatial analysis and ~~learning~~ GIS ~~modules~~ fundamentals ~~(on~~ through demonstration and slide presentations during Zoom meetings once a ~~need-to-know basis)~~ week.
5. ~~Active~~ Classroom ~~learning~~
6. Activity - Create maps each week using ArcGIS Pro software on the computers. Hands-on computer experience with desktop GIS software and tutorials . Activities are required each week to create maps that deal with specific lessons for using, making and sharing maps, map design, mapping for end users, spatial analysis, geoprocessing, digitizing, geocoding, building maps in 3D and raster GIS.
7. Internships - Internship opportunities are posted for students from companies or organizations as they become available.
8. Projects - Final Map project is required as a final exam.
9. Class will feature active learning to engage students and provide diverse opportunities for learning.

Methods of Evaluation

A. Class Work
    1. Twelve class assignments; creation of maps, spatial analysis, map design, cartographic principles. Labs are turned in each week to Canvas.
B. Exams/Tests
    1. ~~Papers~~ One midterm: Map creation in GIS software with specific spatial analysis requirements
C. Individual consultation with students
    1. Two times a week through office hours and lecture hours.
D. Projects
    1. One Final Project: 1. Final project presentation; each student presents their final map, type of data, spatial analysis, reason for choosing the map subject, map communication using ppt slides. 2. Final maps are submitted to Canvas.
E. Quizzes
    1. Eight homework assignments on Canvas in the form of quizzes based on the textbook.

F. Methods (including typical examples of evaluation) Performance-based evaluations will be structured around criterion-referenced, competency-based learning modules. Each module will include: goals/objectives; required background reading/related media; procedures; resource information; and the following evaluation methods: - Written (or oral) feedback on assigned background reading/media Demonstration of procedural skills to instructor Maintenance of an electronic log or journal

Typical Outside-of-Class Assignments

A. Other:

1. ~~Daily assignments~~ Assignments within workbooks over different GIS techniques within each of the chapters .

B. Project:

1. Major project creating and analyzing ~~a GIS~~ ArcGIS for use.

1. This project will require using data into ~~ARCGis~~ ArcGIS and examining the results given from that data.

2. The project examines more ~~examines~~ the use of ~~ARCGis~~ ArcGIS than the concept of the full research paper with the introduction, body and conclusion.

Textbooks (Typical):

Textbook:

1. William *ArcGIS Pro and ArcGIS Online, Applications in Water and Environmental Sciences.* 1st ed., Springer Textbooks in Earth Sciences, Geography and Environment, 2023.
2. Wilpen L. Gorr *GIS Tutorial for ArcGIS Pro 3.4.* , Esri Press, 2025.
3. P Bolstad *GIS Fundamentals: A First Text on Geographic Information Systems.* ~~5th~~ 7th ed., XanEdu Publishing, ~~2016~~ 2022 .
4. M Law, T Collins *Getting to Know ArcGIS.* 4th ed., ESRI, 2015 .

Software:

1. ArcGIS Pro . ESRI, (3.4/e) .

Other Materials Required of Students

1. ~~Computer Usage Card ($4.00 fee).~~
2. Thumb drive.

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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.

Accessibility:

- 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:

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

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **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: Communication will be regular through the Canvas student management system.
- **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 is available for students throughout the semester for help and comments and sharing of data or troubleshooting discoveries for labs.

- **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 feedback will be written within the comments section of the Canvas student management system.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Regular announcements will be made within the Canvas student management system.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Instructor will provide office hour time if the student requests web conferencing for help with troubleshooting software issues and other questions.
- **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: One Face-to-face meeting is required per week.

Student-Student Interaction

- **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 discussion board will be available throughout the semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: As needed throughout the entire semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: One midterm: Map creation in GIS software with specific spatial analysis requirements
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once a week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Teaching videos for creation of maps are provided by the professor.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: One Final Project: 1. Final project presentation; each student presents their final map, type of data, spatial analysis, reason for choosing the map subject, map communication using ppt slides. 2. Final maps are submitted to Canvas.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: Students will present finished maps for the midterm and the final project.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

~~Las Positas College GE~~

- ~~4 - Social and Behavioral Sciences - Approved~~

- ~~5 - Natural Sciences - Approved~~

UC Transfer
- Transfers to UC - Approved

~~C-ID: GEOG 155 - Approved~~

Codes and Dates

Course CB Codes

CB00: State ID
CCC000375822

CB03: TOP Code
~~220600 - Geography~~

220610 - Geographic Information Systems

CIP Code

45.0702 - Geographic Information Science and Cartography.

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~~

C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category
Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: JAMS 21D - Express College Newspaper D

Course Modification: JAMS 21D - Express College Newspaper D (Launched - Implemented 03-08-2026)
compared with
JAMS 21D - Express College Newspaper D (Active - Implemented 08-15-2021)

Admin Outline for Journalism and Media Studies 21D
Express College Newspaper D

Effective: Fall
~~2021~~ 2027

Catalog Description:

JAMS 21D - Express College Newspaper D
3.00 Units

An applied capstone course in which students practice and refine advanced journalism skills, including recognizing, acquiring, producing, and distributing content for the print and online editions of the student newspaper, ~~the~~ The Express. Focus is on ~~completing a portfolio project,~~ exploring career opportunities in the field, leading others, editing the work of others, improving writing and multimedia skills, and improving ~~the~~ The Express. Students work to develop advanced abilities in writing, photojournalism, business management, graphic arts, design, social media, leadership, and editing skills. The course includes ethical, practical, and legal issues in journalism. Student assumes a leadership role and ~~create~~ creates ~~workshops~~ presentations to benefit other staff members. 1 Units Lecture 2 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- JAMS 21C

Total Lecture Hours	18
Total Lab Hours	108
Total Inside of Class Hours	126
Total Outside of Class Hours	36
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Mass Communication, or Journalism

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Upon completion of JAMS 21D, the student will be able to critique~~ Critique The Express, demonstrating advanced understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.
B. Show advanced understanding of the processes of distribution of content on different media platforms.
C. Show advanced knowledge of newspaper layout and design by developing pages for the school newspaper that include elements such as text wraps, font variety, and use of visual elements in the print edition.

Course Objectives:

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

A. Work as a productive team leader of a newspaper staff with increased responsibility from ~~MSCM~~ JAMS ~~16C~~ 21C
B. Explain and lead the newspaper production process from story idea to completed product, including all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper
C. Write typical genre stories and mentor others in writing typical genre stories in all of the following sections: news, feature, opinion, sports, and arts and entertainment
D. Create story packages and mentor others in the development of story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or other visual elements
E. Edit stories and mentor others in editing stories for publication in print and online
F. Use social media and mentor others in using social media to effectively supplement the online and print editions of the newspaper
G. Use multimedia to tell a story ~~for at least two specific sections~~ and mentor others in using multimedia to tell a story ~~for a specific section~~
H. Serve as a section editor, managing editor, editor-in-chief, or in another leadership role for the newspaper
I. Lead a critique of the newspaper after publication, including the online edition
J. Refine, apply, and model advanced skills in writing, editing, critical thinking, page design, photo planning, and online content development
K. Assume a leadership role in mentoring newer staff members and in helping to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community
L. Practice, discuss, model, and apply journalistic standards of ethics and explain and discuss press law regarding matters of libel and privacy
M. ~~Create an effective portfolio of work~~ Explore and demonstrate understanding of different career opportunities in journalism

Course Content:

Lecture:

1. Senior leadership and increased responsibility relating to preparing for, researching, and writing stories in specific genres. Present, model, guide, and lead others in

    1. Defining newsworthiness and applying news judgment
    2. Finding and recognizing stories
    3. Conducting research and interviews
    4. Organizing thinking
    5. Writing the story
    6. Revising the story
    7. Working with an editor on the story
    8. Reporting on meetings, speeches, special events, and specific beats

2. Senior leadership role related to the newspaper staff and the production process

    1. Work with writers, editors, business staff, and the online and print production staff
    2. Work with outside vendors such as advertisers and the printer to facilitate publication of the newspaper
    3. Take a leadership role in production, including issue planning, story assignments, deadlines, editing, revisions, online and print production, and post-production

3. Senior leadership relating to preparing for print and online issues of the newspaper. Present, model, guide, and lead others in

    1. Story development in all genres
    2. Beat coverage
    3. Newspaper policies

4. Functioning as a member of a team
5. Page design
6. Web content management
7. Multimedia development
8. Social media development

4. Create story packages with multiple elements and present, model, guide, and lead others in writing, layout, design, and online and print production

    1. Advanced print and online writing, including headline and ~~cutline~~ caption writing
    2. Advanced layout and graphic design, including creation of infographics
    3. Use layout and graphic design software with increased understanding
    4. Advanced online production, including development of multimedia and social media skills
    5. Use online production methods with increasing proficiency

5. Present, model, guide, and lead others in using journalistic style, standards, and traditional news values

    1. Advanced use and understanding of the Associated Press Style Guide
    2. The inverted pyramid and other styles
    3. The importance of the lead and nut graph
    4. Accuracy as the foundation of journalism

6. Present, model, guide, and lead others in the use social media to effectively supplement the online and print editions of the newspaper
7. Advanced photojournalism and/or multimedia techniques

1. Leadership in shooting ~~and/~~ or selecting photographs for print and online publication
2. Leadership in planning for and executing multimedia, including videos and ~~slideshows~~ podcasts
3. Leadership in using social media to enhance newspaper coverage and outreach

8. Leadership with respect to the newspaper's evolving audience
    1. Outreach
    2. The Express as a business
    3. Advertising
    4. Online presence
        1. Website
        2. Social media
    5. Distribution
9. Leadership with respect to the newspaper's design and content
10. An editor's role in producing content
11. The editor as mentor and teacher
12. Ethical and legal issues in journalism and photojournalism
    1. Ethical issues
    2. Legal issues
    3. Leadership in refining The Express policies and practices with respect to ethical and legal issues
13. Careers in journalism

1. ~~Creation of a portfolio of work~~
2. Research careers and internships in journalism
3. Research educational opportunities in journalism

Lab Activities:

1. Staff Meetings — plan and hold staff meetings to plan for print and online production of all elements of a story or other content.
2. Editorial Board Meetings — participate in editorial board meetings to define leadership tasks and goals and to work effectively with all members of the team.
3. Story and Visual Creation — work with staff to recognize and acquire sources, visuals, and graphics for all content.
4. Story and Visual Creation — work with staff to edit and revise content for online and print production.
5. Design and Production — work with staff to design, edit, and layout content using different media platforms using software and working with various text and visual attributes to create effective media.
6. Distribute — distribute content to the campus community and online using different media.

Methods of Instruction:

1. Lecture - covering all phases of newsgathering, writing, online and print production, and distribution with some discussions led by students
2. Field Trips - to relevant locations such as newspapers or television stations
3. Projects - guide students to take a leadership role in production of the newspaper, including writing, editing, guiding, and creating multimedia project
4. Projects - portfolio of student work
5. Guest Lecturers - in media or related fields
6. Individualized Instruction - coached supervision in necessary activities such as leadership, communicating and collaborating with colleagues, editing, writing, copyediting, online and print production, and proofreading
7. Critique - "Hell Sheets" in which the class critiques issues for strengths and weaknesses. Students will take a leadership role in the critiques.
8. Field Trips - to journalism conferences featuring workshops, competitions, and opportunities to network
9. ~~brainstorming~~ Brainstorming /planning/discussing at staff meetings and in editorial board meetings

10. ~~group~~ Group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel and students demonstrating increasing proficiency in leading, guiding, and collaborating with others
11. Course will uses a variety of instructional methods, including lecture, lab, discussion, and one-on-one meetings. to promote inclusivity and equitable
12. Course materials are made accessible using universal design for the presentation of assignments in the course management software.

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly
C. Group Projects
    1. Weekly
D. ~~Portfolios~~
    1. ~~Once at the end of the semester~~
E. Projects
    1. Weekly
F. Research Projects
    1. Once per semester
G. Students are provided options when demonstrating their learning, including written responses, multimedia responses, and one-on-one meetings.

Typical Outside-of-Class Assignments

A. ~~Other~~ Research:
Create a portfolio of work and research job, internship, and educational opportunities in the field of journalism

B. Project :

    1. ~~Reading:~~ Prepare for, research, write, and produce an in-depth feature for distribution online.

        1. ~~Review~~ Prepare ~~the~~ for, ~~contents~~ research, ~~of~~ write, and produce online content featuring relevant campus news

        2. Read all ~~issues~~ stories and visual elements published during a period covered by a contest (usually one year), select the best stories ~~, visuals,~~ and ~~designs~~ visuals , and, working with the adviser, submit ~~–~~ the work for judging.

    B. Writing ~~:~~

:

Prepare for, research, write, vet, edit, and publish an editorial about a significant legal or ethical issue relevant to readers.

1. ~~Prepare for, research, write, edit, and publish an in-depth news story about a significant legal or ethical issue relevant to readers.~~

3. ~~Multimedia:~~

1. ~~Prepare for, research, write, and produce an in-depth feature for distribution online.~~

4. ~~Portfolio:~~

1. ~~Create a portfolio of work and research job and internship opportunities in the field of journalism~~

Textbooks (Typical):

OER:

1. Tara Cuslidge-Staiano *A Guide to Newswriting.* 3rd /e, Tara Cuslidge-Satiano, 2024. https://issuu.com/deltacollegian/docs/newswritingguidev2.4.

Textbook:

1. Harrower, Tim and Julie Elman, *The Newspaper Designer's Handbook*. 7th ed., McGraw Hill, 2012.
2. Associated Press *The Associated Press Stylebook and Briefing on Media Law* ~~*2019*~~ *2024-26* . ~~53rd~~ 2024-2 ed., Basic Books, ~~2019.~~
3. ~~Kanigel, Rachele,~~ ~~*The Student Newspaper Survival Guide.*~~ ~~2nd ed., Wiley-Blackwell, 2012.~~
4. ~~Ian Lamont~~ ~~*Lean Media: How To Focus Creativity, Streamline Production, and Create Media that Audiences Love.*~~ ~~1st ed., i30 Media Corporation, 2017~~ 2024 .
5. Brian Carroll *Writing and Editing for Digital Media.* ~~3rd~~ 5th ed., Routledge, ~~2017~~ 2023 .

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Skills

Before entering this course, it is required that a student be able to:

A. JAMS 21C

Required

- Work as a productive team member of a newspaper staff with increased responsibility from JAMS 21B

Recommended

- Explain and help facilitate the newspaper production process from story idea to completed product, including leading others in all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper
- Write – and lead others in writing typical genre stories in three or more of the following sections: news, feature, opinion, sports, or arts and entertainment
- ~~Work~~ Represent the newspaper as a ~~productive~~ leader ~~team~~ and ~~member~~ journalist at events such as forums for hiring administrators, meetings, celebrations, and conferences
- Perform outreach to recruit new staff members at campus events in the community
- Work with others to design and create at least one reader forum for use in the online or prinedition of ~~a~~ the newspaper ~~staff~~
- Work with ~~increased~~ others ~~responsibility~~ to ~~from MSCM 16B~~

~~Recommended~~

- ~~Create story packages~~ design and ~~lead~~ create at least one infographic for use in the either the online or print edition of the newspaper
- Work with others ~~in~~ to ~~creating~~ create ~~story~~ multimedia ~~packages~~ and social media for ~~print or~~ the online ~~that~~ edition ~~may include~~ of the ~~main article~~ newspaper
- Practice , ~~sidebars, photos, illustrations, photo illustrations, infographics, and/or video~~
- ~~Refine~~ discuss , apply, and lead others in applying ~~advanced skills~~ journalistic ~~in~~ standards ~~writing,~~ of ~~editing, critical thinking, page design, photo planning,~~ ethics and ~~online~~ explain ~~content~~ and ~~development~~
- ~~Lead~~ discuss ~~a~~ press ~~critique~~ law regarding matters of ~~the newspaper after publication, including the online edition, multimedia elements,~~ libel and ~~use of social media~~
- ~~Use multimedia and lead others in using multimedia to tell a story for at least two specific sections and using at least two different forms of social media~~
- ~~Edit stories and lead others in editing stories for publication in print and online~~
- ~~Create at least one five-minute newscast for publication in the online edition of the newspaper~~ privacy
- Assume a leadership role in mentoring newer staff members and in helping to improve the print, online, multimedia, and social media aspects of the newspaper continuously to better meet the needs of the readership of the Las Positas College community
- ~~Perform~~ Refine, ~~outreach~~ apply, ~~to~~ and ~~recruit~~ lead ~~new staff members at campus events~~ others in applying advanced skills in writing, editing, critical thinking, page design, photo planning, and online content development
- Take a leadership role in a critique of the ~~community~~ newspaper after publication, including the online edition, multimedia elements, and use of social media

- Serve as a section editor, copy editor, multimedia editor, web editor, or in ~~a~~ another leadership position on the newspaper
- ~~Practice,~~ Use ~~discuss, apply,~~ multimedia and lead others in ~~applying~~ using ~~journalistic~~ multimedia ~~standards~~ to ~~of~~ effectively ~~ethics and explain and discuss press law regarding matters of libel and privacy~~
- ~~Design and create at least one infographic for use in the either~~ supplement the online ~~or~~ and print ~~edition~~ editions of the newspaper
- ~~Represent the newspaper as a leader and journalist at events such as forums for hiring administrators, meetings, celebrations, and conferences~~
- Use social media and lead others to use social media to effectively supplement the online and print editions of the newspaper
- ~~Design~~ Edit stories and ~~create at least one reader survey for use in the online edition of the newspaper~~
- ~~Explain and help facilitate the newspaper production process from story idea to completed product, including leading~~ lead others in ~~all~~ editing ~~steps~~ stories ~~related~~ for ~~to~~ publication ~~recognizing, acquiring, producing, and distributing the~~ in print and online
- Create ~~newspaper~~ story packages and lead others in creating story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or video

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

~~After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.~~

After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.

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

~~The decision was made after discussion with my colleague and our dean and after hearing from students in the class. [Prior note] As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live-Tweeting a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.~~

The decision was made after discussion with my colleague and our dean and after hearing from students in the class. [Prior note] As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live-Tweeting a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.

Accessibility:

- 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:

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

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- ~~**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.~~

- **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.
- **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: We will meet as a class two times per week. Individual web conferencing will also take place as a supplement.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Social networking is used several times per week.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: This will be used on an as needed basis.
- **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: This will be done on a weekly basis.
- **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.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Students will email each other on a weekly basis to produce content for the online Express.
- **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 with editors on a weekly basis to produce content for the online Express.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: This will be done on a weekly basis.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: This will be done on a weekly basis.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Social networking is used several times per week.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: We will meet as a class two times per week. Students will interact with each other during these conferences and may set up additional times to meet.

Student-Content Interaction

- **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 occur on a weekly basis.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: This will occur on a weekly basis with student stories and images due about 6 or 7 times during the semester.

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: This will occur on a weekly basis with student stories and images due 6 or 7 times during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Twelve~~ Leadership checks will be included in the class ~~with one given per week~~ until they are completed. ~~A final group project will be given during finals week.~~
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once per week synchronous lectures will be given. Asynchronous and synchronous guest lectures are also planned.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Two times per month video will be used to help with understanding.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: ~~Two virtual field~~ Field trips ~~per~~ will be held as available during the semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: This will be done on a weekly basis . A final group project will be given during finals week .
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: This will be done on a weekly basis.
- - ~~**Other:**~~ -
  ~~**Frequency:**~~ - ~~Students will work on the semester-long creation of a portfolio.~~

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000595148

CB03: TOP Code
060200 - Journalism

CIP Code

09.0401 - Journalism.

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

6.3. Course Deactivations

Effective Term: **Fall 2027**

- PSYC 27 Introduction to Cognitive Science
  Justification: This course has never been offered

6.4. New Programs

Program Narrative/Program Map – Effective Term: **Fall 2027**

- Biology 2.0, AST

LAS POSITAS COLLEGE

Rationale

2nd iteration of the TMC. Per CCCCO policy, this must be active within 18 months while the current version is deactivated.

TOP Code

0401.00 - Biology, General

CIP Code

26.0101 - Biology/Biological Sciences, General.

1. Statement of Program Goals and Objectives

The Associate in Science in Biology 2.0 for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Biology or similar major.

2. Catalog Description

The Las Positas College Biology program offers courses that lead to an Associate in Science in Biology 2.0 for Transfer degree. The Associate in Science in Biology 2.0 for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Biology or similar major. The major requirements for this degree align with the Intersegmental Transfer Model Curriculum (TMC) for Biology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. The coursework required for the AS-T in Biology 2.0 provides foundational knowledge and hands-on experience across all levels of biology, from the molecular to the ecological.

Completion Requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The California General Education Transfer Curriculum (Cal-GETC). b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district. 2. Obtainment of a minimum grade point average of 2.0. Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Program Title

Biology 2.0

Award Type

Associate in Science Degree for Transfer

Effective Term

Fall 2027

Program Description

The Las Positas College Biology program offers courses that lead to an Associate in Science in Biology 2.0 for Transfer degree. The Associate in Science in Biology 2.0 for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Biology or similar major. The major requirements for this degree align with the Intersegmental Transfer Model Curriculum (TMC) for Biology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. The coursework required for the AS-T in Biology 2.0 provides foundational knowledge and hands-on experience across all levels of biology, from the molecular to the ecological.

Program Requirements

Course	Title	Units	Term
Required Core: (25 Units)			
BIO 1R	Organismal Biology	5.0	
BIO 1C	Cell and Molecular Biology	5.0	
CHEM 1A	General College Chemistry I	5.0	
CHEM 1B	General College Chemistry II	5.0	
MATH C2210	Calculus I: Early Transcendentals	5.0	
Total Units for the Major		25.0	
Additional General Education and Elective Units			
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.		35.0	

Total: 60.0

The Las Positas College Biology program offers courses that lead to an Associate in Science in Biology 2.0 for Transfer degree. The Associate in Science in Biology 2.0 for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Biology or similar major.

The major requirements for this degree align with the Intersegmental Transfer Model Curriculum (TMC) for Biology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. The coursework required for the AS-T in Biology 2.0 provides foundational knowledge and hands-on experience across all levels of biology, from the molecular to the ecological.

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
CHEM 1A	General College Chemistry I	5.0	Major/Required	
MATH C2210	Calculus I: Early Transcendentals	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 2 - Spring Semester **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1R	Organismal Biology	5.0	Major/Required	
CHEM 1B	General College Chemistry II	5.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0		
Critical Thinking and Composition (Area 1B)		3.0	General Education	

Term 3 - Fall Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CSU Elective		4.0		
BIO 1C	Cell and Molecular Biology	5.0	Major/Required	
Oral Communication (Area 1C)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Term 4 - Spring Semester **Units:** 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CSU Electives	7.0	Elective	
Arts (Area 3A)	3.0	General Education	
Humanities (Area 3B)	3.0	General Education	

Total: 60.0

6.5. Program Modifications

Program Narrative Modifications– Effective Term: **Fall 2027**

- Creative Writing, CA
- English, AA

Program Map Modifications– Effective Term: **Fall 2027**

- English, AA

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: College Mathematics Pathway - Certificate of Competency (Launched - Implemented 03-06-2026)

compared with

College Mathematics Pathway - Certificate of Competency (Active - Implemented 03-23-2023)

Rationale

TOP Code

1702.00 - Mathematics Skills

CIP Code

27.0301 - Applied Mathematics, General.

1. Statement of Program Goals and Objectives

The Math Course Pathway to an AA/AS provides a supportive pathway for students into a credit math course required to obtain an Associate's Degree. Embedded throughout the courses are modules focused on study and life skills needed to be successful in the credit math course and beyond. The curriculum emphasizes rigorous study of arithmetic and algebraic topics required to succeed in the intermediate algebra level. The capstone intermediate algebra course continues this in-depth study of algebra, with built-in supports designed to help students achieve their academic and learning goals. Successful students may petition to get credit for intermediate algebra and hence satisfy the math requirement for an Associate's Degree. This aligns with Las Positas College's Mission statement to be an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals. This program supports Las Positas College's vision to strive to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.

Research at our college and similar community colleges have shown that supports such as these have a huge impact on student retention and success rates. At Las Positas College a large percentage of our students assess into a basic skills level math course and are struggling to demonstrate mastery in these classes. [Example: Fall 2016, 49% placed into Prealgebra or Elementary Algebra and average success rate of 57% in these credit classes.] Statewide, they are required to pass Intermediate Algebra for an AA or AS Degree. This noncredit program provides a holistic bridge to the credit course needed at earn an AA or AS Degree and this program will prepare them sequentially for Intermediate Algebra. Research into success rates at Las Positas indicates students are twice as likely to complete a transfer-level math course successfully within three years if they begin in a course one level higher.

2. Catalog Description

~~The Math Course Pathway to an Associate's Degree Program is a noncredit pathway for students to develop the mathematical skills necessary at Las Positas to earn an Associate's (AA/AS). Embedded are essential study and life skills to help each student succeed in credit math courses and beyond. Students can than choose a capstone noncredit intermediate algebra level course based on their field of interest. Noncredit Intermediate Algebra for SLAM (Statistics or Liberal Arts Math) or Intermediate Algebra for BSTEM (Business, Science, Technology, Engineering or Mathematics) continues to offer students rigorous, holistic supports during the semester. Successful students may petition to get credit for the intermediate algebra course of their choice, and hence satisfy the math requirement for an Associate's Degree. Research at our college and similar community colleges have shown that supports such as these have a huge impact on student retention and success rates.~~

The Math Course Pathway to an Associate's Degree Program is a noncredit pathway for students to develop the mathematical skills necessary at Las Positas to earn an Associate's (AA/AS). Embedded are essential study and life skills to help each student succeed in credit math courses and beyond. Students can than choose a capstone noncredit intermediate algebra level course based on their field of interest. Noncredit Intermediate Algebra for SLAM (Statistics or Liberal Arts Math) or Intermediate Algebra for BSTEM (Business, Science, Technology, Engineering or Mathematics) continues to offer students rigorous, holistic supports during the semester. Successful students may petition to get credit for the intermediate algebra course of their choice, and hence satisfy the math requirement for an Associate's Degree. Research at our college and similar community colleges have shown that supports such as these have a huge impact on student retention and success rates.

3. Program Requirements

Course	Title	Hours	Term
~~*Required Core: Select One or Two (72-153 Hours)*~~			
~~NMAT 210~~	~~Elementary Algebra~~	~~72.0~~	
~~NMAT 256~~	~~Geometry~~	~~81.0~~	
~~*Capstone: (90 Hours)*~~ *Required Core: (171 Hours)*			
NMAT 255	Intermediate Algebra	90.0	2nd
NMAT 256	Geometry	81.0	1st
	Total: ~~**162.0-**~~ ~~**243**~~ **171 .0**		

4. 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," and A5 "Assist underprepared students."

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

~~The Math Course Pathway to an Associate's Degree Program is a noncredit pathway for students to develop the mathematical skills necessary at Las Positas to earn an Associate's (AA/AS). Embedded are essential study and life skills to help each student succeed in credit math courses and beyond. Students can than choose a capstone noncredit intermediate algebra level course based on their field of interest. Noncredit Intermediate Algebra for SLAM (Statistics or Liberal Arts Math) or Intermediate Algebra for BSTEM (Business, Science, Technology, Engineering or Mathematics) continues to offer students rigorous, holistic supports during the semester. Successful students may petition to get credit for the intermediate algebra course of their choice, and hence satisfy the math requirement for an Associate's Degree. Research at our college and similar community colleges have shown that supports such as these have a huge impact on student retention and success rates.~~

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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
~~NMAT 210~~	~~Elementary Algebra~~	~~0.0~~		-
NMAT 256	Geometry	0.0		

Term 2 - Spring Semester

Units: 0.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NMAT 255	Intermediate Algebra	0.0		

Total: ~~162.~~ 0 ~~-~~ ~~243~~ .0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: Creative Writing - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 03-25-2026)

compared with

Creative Writing - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2021)

Rationale

TOP Code

1507.00 - Creative Writing

CIP Code

23.1302 - Creative Writing.

1. Statement of Program Goals and Objectives

Upon completion of the local Creative Writing Certificate of Achievement, students will have received in-depth training in the craft and creation of writing fiction and/or poetry. During the course sequence for this certificate, students will write and workshop their own original work. They will also read and analyze the craft of published literature from diverse authors, study and apply the elements of fiction and/or poetry, and learn about the publication submission process. Students will also gain experience as editors on our college literary journal or magazine, selecting the content and working on the production and design process.

2. Catalog Description

~~Stories and poems connect to the deepest parts of the human experience--our psychology, our relationships, our history, and our dreams. Learn how to craft writing that effectively expresses those experiences and communicates them to others. During the Certificate of Creative Writing sequence of study, students will write and workshop their own original work. They will also read and analyze the craft of published literature from diverse authors, study and apply the elements of fiction and/or poetry, and learn about the publication submission process. Students will also gain experience as editors on our college literary journal or magazine, selecting the content and working on the production and design process. Upon completion, students with this certificate will meet some lower division creative writing requirements for English bachelor's degrees at most colleges with an emphasis or minor in creative writing. This certificate can be earned at the same time as getting the AA-T in English without adding any additional units. (Work closely with a counselor to select your courses.)~~

Stories and poems connect to the deepest parts of the human experience--our psychology, our relationships, our history, and our dreams. Learn how to craft writing that effectively expresses those experiences and communicates them to others. During the Certificate of Creative Writing sequence of study, students will write and workshop their own original work. They will also read and analyze the craft of published literature from diverse authors, study and apply the elements of fiction and/or poetry, and learn about the publication submission process. Students will also gain experience as editors on our college literary journal or magazine, selecting the content and working on the production and design process. Upon completion, students with this certificate will meet some lower division creative writing requirements for English bachelor's degrees at most colleges with an emphasis or minor in creative writing. This certificate can be earned at the same time as getting the AA-T in English without adding any additional units. (Work closely with a counselor to select your courses.)

3. Program Requirements

Course	Title	Units	Term

Required Core: Select Two (6 Units)

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 13A	The Craft of Writing Poetry: Beginning	3.0
ENG 13B	The Craft of Writing Poetry: Intermediate	3.0

List A: Select One (3 Units)

~~ENG 19A~~	~~Journal of Arts, Literature, and Academic Writing A~~	~~3.0~~
JAMS 11	Introduction to Reporting and Newswriting	3.0
JAMS 19A /ENG 19A	~~Journal of Arts, Literature, and Academic Writing A~~ Journal of Arts and Literature A	3.0
JAMS 24A	Naked Magazine: College Magazine A	3.0

List B: Select Three (9 Units)

Any Required Core course not already used		3.0
ENG 4	Critical Thinking and Writing about Literature	3.0
ENG 12C	Craft of Writing Fiction: Advanced	3.0
ENG ~~Journal~~ 19B ~~of~~ JAMS 19B ~~Arts, Literature, and Academic Writing B~~ Journal of Arts and Literature B		3.0
~~OR~~ ~~JAMS 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

Total: 18.0

4. Master Planning

This program fits the college Master Plan to support new programs that help address the educational needs of our diverse student population.

5. Enrollment and Completer Projections

2

6. Place of Program in Curriculum/Similar Programs

English

7. Similar Programs at Other Colleges in Service Area

Berkeley City College

~~Stories and poems connect to the deepest parts of the human experience--our psychology, our relationships, our history, and our dreams. Learn how to craft writing that effectively expresses those experiences and communicates them to others. During the Certificate of Creative Writing sequence of study, students will write and workshop their own original work. They will also read and analyze the craft of published literature from diverse authors, study and apply the elements of fiction and/or poetry, and learn about the publication submission process. Students will also gain experience as editors on our college literary journal or magazine, selecting the content and working on the production and design process. Upon completion, students with this certificate will meet some lower division creative writing requirements for English bachelor's degrees at most colleges with an emphasis or minor in creative writing. This certificate can be earned at the same time as getting the AA-T in English without adding any additional units. (Work closely with a counselor to select your courses.)~~

Stories and poems connect to the deepest parts of the human experience--our psychology, our relationships, our history, and our dreams. Learn how to craft writing that effectively expresses those experiences and communicates them to others. During the Certificate of Creative Writing sequence of study, students will write and workshop their own original work. They will also read and analyze the craft of published literature from diverse authors, study and apply the elements of fiction and/or poetry, and learn about the publication submission process. Students will also gain experience as editors on our college literary journal or magazine, selecting the content and working on the production and design process. Upon completion, students with this certificate will meet some lower division creative writing requirements for English bachelor's degrees at most colleges with an emphasis or minor in creative writing. This certificate can be earned at the same time as getting the AA-T in English without adding any additional units. (Work closely with a counselor to select your courses.)

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

	Course			
	Units	MAJ/GEN/ELEC		~~Semester(s) Offered~~
Units: ~~ENG 11~~	~~Introduction to Creative Writing~~	~~3.0~~	-	9.0
~~ENG 12A~~	~~Craft of Writing Fiction~~	~~3.0~~		-
~~ENG 12B~~	~~Craft of Writing Fiction: Intermediate~~	~~3.0~~		-
~~ENG 13A~~	~~The Craft of Writing Poetry: Beginning~~	~~3.0~~		-
~~ENG 13B~~	~~The Craft of Writing Poetry: Intermediate~~	~~3.0~~		-

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
~~ENG 19A~~	~~Journal of Arts, Literature, and Academic Writing A~~	~~3.0~~		-
~~JAMS 11~~	~~Introduction to Reporting and Newswriting~~	~~3.0~~		-
~~JAMS 19A~~	~~Journal of Arts, Literature, and Academic Writing A~~	~~3.0~~		-
~~JAMS 24A~~	~~Naked Magazine: College Magazine A~~	~~3.0~~		-

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
~~Any Required Core course not already used~~ Required Core Course		3.0	Major/Required	
~~ENG 4~~	~~Critical Thinking and Writing about Literature~~ List A Course	~~3.0~~		
~~ENG 12C~~	~~Craft of Writing Fiction: Advanced~~	3.0	Major/Required	-
List B Course		3.0	Major/Required	

ENG 19B	Journal of Arts, Literature, and Academic Writing B	3.0		-

OR

Term 2 - Spring Semester

Units: 9.0

JAMS 19B	Journal of Arts, Literature, and Academic Writing B	3.0		-

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered	
ENG 20 Studies in Shakespeare 3.0		3.0	Major/Required		-
Required Core Course					
ENG 32	U.S. Women's Literature	3.0	Two List B Couses		-
ENG 35	Modern American Literature 6.0	3.0	Major/Required		-
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			-

Total: 18.0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: English - Associate of Arts Degree (Launched - Implemented 03-25-2026)

compared with

English - Associate of Arts Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code

1501.00 - English

CIP Code

23.0101 - English Language and Literature, General.

1. Statement of Program Goals and Objectives

The Associate of Arts in English is local program designed to provide students the reading, writing, and thinking skills through a broad, interdisciplinary range of courses that will prepare them for transfer as an English major.

2. Catalog Description

The Associate of Arts in English degree (AA) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Please note that the English AA does not guarantee admission to CSU as the English AA-T does. However, like the Associate in Arts in English for Transfer (AA-T), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. The intent of the Associate in Arts in English (AA) is additionally to provide students with an enriched background in a broader, interdisciplinary range of courses that provides more general preparation in reading, writing, critical thinking, humanities, and creative expression. Students may take elective courses in fields as varied as English as a Second Language, French, Humanities, Mass Communications, Spanish, Speech, and Theater Arts. If the student prefers this broader range of preparation to that of the Associate in Arts in English for Transfer (AA-T) but also hopes to enter the English major at the transfer university of his or her choice, it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor. If a student plans to attend the University of California, the AA in English may meet the student's needs just as well. Students should speak to a counselor about their options.

3. Program Requirements

Course	Title	Units	Term

Required Core: (15 Units)

ENG 4	Critical Thinking and Writing about Literature	3.0	2nd
ENG 35	Modern American Literature	3.0	5th
ENG 41	Modern World Literature	3.0	4th
ENGL C1000	Academic Reading and Writing	3.0	1st
ENGL C1001	Critical Thinking and Writing	3.0	4th

List A: Select Two (6-12 Units)

ENG 11	Introduction to Creative Writing	3.0	2nd
ENG 12A	Craft of Writing Fiction	3.0	2nd
ENG 12B	Craft of Writing Fiction: Intermediate	3.0	5th
ENG 13A	The Craft of Writing Poetry: Beginning	3.0	2nd
ENG 12C	Craft of Writing Fiction: Advanced	3.0	
ENG 13B	The Craft of Writing Poetry: Intermediate	3.0	5th
ENG~~Journal~~ 19A~~of~~JAMS 19A~~Arts, Literature, and Academic Writing A~~ Journal of Arts and Literature A		3.0	2nd
~~OR~~			
~~JAMS 19A~~	~~Journal of Arts, Literature, and Academic Writing A~~	~~3.0~~	~~2nd~~
ENG 19B /JAMS 19B	~~Journal of Arts, Literature, and Academic Writing B~~ Journal of Arts and Literature B	3.0	5th
~~OR~~			
~~JAMS 19B~~	~~Journal of Arts, Literature, and Academic Writing B~~	~~3.0~~	~~5th~~
ENG 20	Studies in Shakespeare	3.0	2nd
ENG 32	U.S. Women's Literature	3.0	2nd
ENG 42	Literature of the African Diaspora in America	3.0	2nd
ENG 44	Literature of the American West	3.0	2nd
ENG 45	Studies in Fiction	3.0	2nd
ESL 24	Advanced Reading and Composition I	6.0	2nd

ESL 25	Advanced Reading and Composition II	6.0	5th
ESL 26	Advanced Editing	3.0	2nd
HUMN 28	World Mythology	3.0	5th
JAMS 11	Introduction to Reporting and Newswriting	3.0	5th
THEA 4	Modern American Theater	3.0	5th
THEA 11	Stage to Screen	3.0	5th

Total Units for the Major

21.0-27.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the 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, 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.

~~32~ 33 .0-39.0

Total: 60.0

4. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a local degree in English with a secondary goal of transfer.

5. Enrollment and Completer Projections

4

6. Place of Program in Curriculum/Similar Programs

English

7. Similar Programs at Other Colleges in Service Area

Chabot College also has an AA and AA-T in English, as do many other community colleges.

The Associate of Arts in English degree (AA) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Please note that the English AA does not guarantee admission to CSU as the English AA-T does. However, like the Associate in Arts in English for Transfer (AA-T), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. The intent of the Associate in Arts in English (AA) is additionally to provide students with an enriched background in a broader, interdisciplinary range of courses that provides more general preparation in reading, writing, critical thinking, humanities, and creative expression. Students may take elective courses in fields as varied as English as a Second Language, French, Humanities, Mass Communications, Spanish, Speech, and Theater Arts. If the student prefers this broader range of preparation to that of the Associate in Arts in English for Transfer (AA-T) but also hopes to enter the English major at the transfer university of his or her choice, it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor. If a student plans to attend the University of California, the AA in English may meet the student's needs just as well. Students should speak to a counselor about their options.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester **Units:** 12.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGL C1000	Academic Reading and Writing	3.0	Major/Required	
Health (Area 8)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
AD Elective		3.0	Elective	

Term 2 - Spring Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENG 4	Critical Thinking and Writing about Literature	3.0	Major/Required	
List A Course		3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
American Institutions (Area 9)		3.0	General Education	

MATH 47 plus concurrent support		3.0	General Education

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGL C1001	Critical Thinking and Writing	3.0	Major/Required	
ENG 41	Modern World Literature	3.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		5.0	Elective	

Term 3 - Summer Semester **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		3.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENG 35	Modern American Literature	3.0	Major/Required	
List A Course		3.0	Major/Required	
AD Elective		9.0	Elective	

Total: 60.0

6.6. Program Deactivations

Effective Term: **Fall 2027**

- Biology, AST
  Justification: Per CCCCO policy, this is to be deactivated when the new 2.0 version goes active.

6.7. Procedures

- DEI and UDL Procedure

Procedure for Ensuring Diversity, Equity, Inclusion, and Universal Design for Learning in the Course Outline of Record

No new course or course modification will be placed for First Reading without adhering to this procedure.

Course Development/Modification

During course development or a course modification, faculty are to include language in at least one element of the Course Outline of Record (COR) that describes "approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students, and which elements of the COR use or describe approaches faculty may use to accommodate the needs and abilities of all learners and develop a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning." Faculty are required to identify the elements of the COR by checking boxes next to the appropriate elements on the IDEAA page of the course proposal in CurrIQunet.

Technical Review Process

During the technical review process at the Division Technical Review, Curriculum Technical Review, and Curriculum Chair levels, course outlines of record are analyzed by faculty to ensure Diversity, Equity, Inclusion, and Universal Design for Learning Practices included in at least one element of the COR. Reviewers will verify if the language is included where faculty identify on the IDEAA page and may offer suggestions, request modifications, or require specific changes to the wording through CurrIQunet.