Las Positas College

Curriculum Committee Meeting

09/18/2025

5.0 First Reading Packet

5.1. New Courses

- KIN SBV1 Soccer Beach Volleyball Beginning
- KIN SBV2 Soccer Beach Volleyball Intermediate
- KIN SBV3 Soccer Beach Volleyball Advanced
- NTUT 201 Tutoring Theory and Practice I
- NTUT 202 Tutoring Theory and Practice II
- NTUT 203 Tutoring Theory and Practice III

Las Positas College

Admin Outline for Kinesiology SBV1
Beginning Soccer Beach Volleyball
Effective: Fall 2026

Catalog Description:

KIN SBV1 - Beginning Soccer Beach Volleyball
1.00 Units

This is an introductory course in the sport of Soccer beach volleyball, better known as "footvolley". Soccer beach volleyball, or "footvolley" is essentially the same sport as beach volleyball except players are not allowed to use their hands. This sport was created in the 1960's on the beaches in Brazil. Players play barefoot in the sand and compete with a teammate against two opponents. This exciting sport is played outside, on sand and here on the campus of Las Positas College. This course will provide instruction on the individual and team skills and strategies of beach soccer volleyball, also known as "footvolley".

1 Units Lab

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

LPC is investing into building a brand new outdoor athletic facility which includes 6 beach volleyball courts. Soccer beach volleyball, better known as "footvolley" is a popular outdoor sport created in the 1960's in Brazil that use rules that are based on those of beach volleyball and is essentially the same sport except players are not allowed to use their hands in "footvolley". Creating this new curriculum for students supports our colleges financial efforts with this new outdoor facility. Simply put curriculum is required to use this new facility and Soccer Beach Volleyball is an excellent and creative new course that provides options for course offerings at this new facility.

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Demonstrate proper mechanics of serving, reception, set up and attack

B. Identify the rules, etiquette, court features, and scoring
C. Identify appropriate footwork and court positioning
D. Identify a variety of offensive plays
E. Identify team defenses for offensive plays
F. Demonstrate appropriate team serve reception
G. Explain individual and team strategies
H. Develop an awareness of physical fitness through active participation of beach soccer volleyball

Course Content:

1. Fundamentals of the reception, set up, attack, block and serve
2. Beach soccer volleyball terminology, rules, scoring, and etiquette
3. Appropriate footwork and court positioning
4. Individual and team strategies
5. Multiple team offenses
6. Team serve reception
7. Defensive techniques
8. Stretching, warm up, and physical conditioning for beach soccer volleyball

Methods of Instruction:

1. Demonstration - Aerobic and anaerobic workouts
2. Demonstration - Skill-related volleyball strength building exercises

Typical Assignments

A. Reading:
   1. Readings of handouts and text.
B. Laboratory:
   1. Development and application of basic strategy and court positioning.
   2. Proper skill selection during games and drills.
   3. Evaluation and critique of tournament and match play.

Methods of Evaluating Student Progress

A. Class Participation
   1. assessed daily
B. Individual consultation with students
   1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Demonstrate cooperation and team work within round-robin play.
   B. Demonstrate knowledge of the basic terminology and skills needed to participate in Soccer beach volleyball.
   C. Demonstrate appropriate offensive and defensive strategies of soccer beach volleyball

Textbooks (Typical):

Textbook:
1. Donald T. Kirkendall; Adam Sayers *Soccer Anatomy.* 2 ed., Human Kinetics, 2021.
2. Wilkinson Jolyn, Sam Enrico *A Beginners Guide to Footvolley.* 1 ed., SamEnrico, 2014.

Other Materials Required of Students

Other Materials Required of Students:
1. Students will need to wear proper footwear which consist of athletic footwear, shorts, sweats or athletic attire is required..

Equity Based Curriculum

- Course Content
  Address
  Reflective: Allows students opportunities to share cultural circumstances with other students.
- Methods of Instruction
  Address
  Create an inclusive space for students. Discussions should represent a variety of views, and students should feel comfortable expressing themselves.
- Methods of Evaluation
  Address
  Hold every student to high expectations.
- Typical Texts
  Address
  Expose students to a spectrum of multicultural and female experts, writers and artists.

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Accessibility all materials must be accessible to students with disabilities
- 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.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: 1 per module
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: weekly

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: 1 per module

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 1 per module

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612333

CB03: TOP Code
083500 - Physical Education

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.

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

Admin Outline for Kinesiology SBV2
Intermediate Soccer Beach Volleyball

Effective: Fall 2026

Catalog Description:

KIN SBV2 - Intermediate Soccer Beach Volleyball
1.00 Units

This is a course designed and developed for the intermediate level beach soccer volleyball player. It is a continuation of beginning beach soccer volleyball with an emphasis on executing the fundamental skills and techniques of power beach soccer volleyball at a higher level. This course differs from beginning beach soccer volleyball in that set patterns and systems of offense and defense are used in a team strategy. Before enrolling, students should have proficiency in the skills of passing and receiving.

1 Units Lab

Recommended Course Preparation: KIN SBV1 with a minimum grade of C.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

LPC is investing into building a brand new outdoor athletic facility which includes 6 beach volleyball courts. Soccer beach volleyball, better known as "footvolley" is a popular outdoor sport created in the 1960's in Brazil that use rules that are based on those of beach volleyball and is essentially the same sport except players are not allowed to use their hands in "footvolley". Creating this new curriculum for students supports our colleges financial efforts with this new outdoor facility. Simply put curriculum is required to use this new facility and Soccer Beach Volleyball is an excellent and creative new course that provides options for course offerings at this new facility.

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Display an intermediate proficiency in defensive reception techniques including the chest, thigh and foot

B. Demonstrate and intermediate proficiency of the basic offense and the advanced offense systems of soccer beach volleyball
C. Articulate the rules of the game and specific strategies
D. Exhibit high performance of the fundamental skills and techniques of setting with the chest, thigh and foot.

Course Content:

1. Introduction
    1. Review basic fundamental techniques/skills
    2. Demonstrate the knowledge and the ability to specialize in one position in the front row.
    3. Demonstrate the knowledge and the ability to specialize in one position in the back row.
2. Conditioning
    1. Circuit Training
    2. Interval Training
    3. Cardiovascular Training
    4. Strength and Flexibility Training
3. Team Strategies
    1. Offense
        1. Side by side
        2. Front and back
    2. Defense
        1. Side by side
        2. Front and back
    3. Serving
        1. Heap of sand
        2. Strategies
        3. Team Work
4. Game Regulations – Rules
    1. Sets to win
    2. Rally Score
    3. No killer points
    4. Side changes during each game

Typical Assignments

A. Laboratory:
    1. Skills tests to demonstrate basic skills, defensive and offensive skills.
    2. Practice drills and team play to demonstrate an understanding of strategies and teamwork.
    3. Written exams to show comprehension of rules and regulations, techniques and strategies.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 1-3 per semester
B. Class Participation

1. daily
C. Final Class Performance
   1. 1 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Demonstrate basic reception and setup skills to include chest, thigh and foot.
   B. Explain basic rules for Soccer beach volleyball.
   C. Perform agility footwork general to athletics and sport specific to Soccer beach volleyball.

Textbooks (Typical):

Textbook:
1. Dr. Justin Blake, Geen Urango *The Pillars Program: Beach Volleyball Partner Integration System.*, not listed, 2024.
2. Donald T. Kirkendall; Adam Sayers *Soccer Anatomy.* 2nd ed., Human Kinetics, 2021.
3. Wilkinson Jolyn, Sam Enrico *A Beginners Guide to Footvolley.* 1st ed., SamEnrico, 2014.

Other Materials Required of Students

Other Materials Required of Students:
1. Appropriate exercise attire and gym footwear.

Equity Based Curriculum

- Methods of Instruction
  Address
  Create an inclusive space for students. Discussions should represent a variety of views, and students should feel comfortable expressing themselves.
- Methods of Evaluation
  Address
  Hold every student to high expectations.
- Typical Texts
  Address
  Expose students to a spectrum of multicultural and female experts, writers and artists.

Requisite Skills

Before entering this course, it is recommended that a student be able to:
   A. KIN SBV1

DE Proposal

Delivery Methods
- **Emergency Fully Online (EFO)**

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
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- 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.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: once per module

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: once per module

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: once per module
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 1 - 3 per semester
- **Other:**
  Frequency: One final demonstration per semester

Codes and Dates

Course CB Codes
CB00: State ID

CCC000612334

CB03: TOP Code

083500 - Physical Education

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.

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

Admin Outline for Kinesiology SBV3
Advanced Soccer Beach Volleyball
Effective: Fall 2026

Catalog Description:

KIN SBV3 - Advanced Soccer Beach Volleyball
1.00 Units

Advanced techniques of Soccer beach volleyball with emphasis on competitive play.
1 Units Lab

Recommended Course Preparation: KIN SBV2 with a minimum grade of C.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

LPC is investing into building a brand new outdoor athletic facility which includes 6 beach volleyball courts. Soccer beach volleyball, better known as "footvolley" is a popular outdoor sport created in the 1960's in Brazil that use rules that are based on those of beach volleyball and is essentially the same sport except players are not allowed to use their hands in "footvolley". Creating this new curriculum for students supports our colleges financial efforts with this new outdoor facility. Simply put curriculum is required to use this new facility and Soccer Beach Volleyball is an excellent and creative new course that provides options for course offerings at this new facility.

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Apply principles of proper Soccer beach volleyball techniques.
   B. Evaluate skill development.
   C. Analyze advanced Soccer beach volleyball skills.
   D. Compare and contrast team strategies, offense, defense, and current developments in the sport.
   E. Evaluate recreational and sanctioned Soccer beach volleyball tournaments.

F. Explain the competitive aspects of Soccer beach volleyball.

Course Content:

1. Rules and regulations of Soccer beach volleyball also known as "Footvolley"
2. Individual skills
    1. Serve receive; chest, thigh, foot
    2. Setting
        1. Front
        2. Back
        3. Quick sets
        4. Combination plays
    3. Attack
        1. Power shot
        2. Off speed shot
        3. Shart attack
        4. Sun ball
    4. Serve
        1. Float
        2. Back Spin
        3. Top spin
        4. Side Spin
        5. Sun Ball
    5. Block
        1. Footwork: 2 step, 3 step, crossover
        2. One person
        3. Two person
3. Team skills
    1. Team serve
    2. Team receive
    3. Team offense
        1. side by side
        2. front and back
        3. Cumbo Combo
    4. Team defense
        1. side by side
        2. front and back

Typical Assignments

A. Reading:
    1. Read and study handouts and notes
B. Laboratory:
    1. Analyze videos of individual performance
    2. Demonstrate appropriate offensive and defensive strategies and rotations for advanced play.

Methods of Evaluating Student Progress

A. Final Class Performance
   1. 1 time per semester
B. Exams/Tests
   1. 1-3 per semester
C. Class Participation
   1. assessed daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Perform two serves, back spin and side spin taught in the course.
B. Be knowledgeable of the collegiate and international rules of Soccer beach volleyball.
C. Demonstrate an increase in fitness

Textbooks (Typical):

Textbook:
1. Dr. Justin Blake, Geen Urango *The Pillars Program: Beach Volleyball Partner Integration System.* 1 ed., Not found, 2024.
2. Donald T. Kirkendall; Adam Sayers *Soccer Anatomy.* 2 ed., Human Kinetics, 2021.

Equity Based Curriculum

- Methods of Instruction
  Address
  Create an inclusive space for students. Discussions should represent a variety of views, and students should feel comfortable expressing themselves.
- Methods of Evaluation
  Address
  Hold every student to high expectations.
- Typical Texts
  Address
  Expose students to a spectrum of multicultural and female experts, writers and artists.

Requisite Skills

Before entering this course, it is recommended that a student be able to:
   A. KIN SBV2

DE Proposal

Delivery Methods
- **Emergency Fully Online (EFO)**

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- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: once per module

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: once per module

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: once per module
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 1-3 per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: One final demonstration per semester

Codes and Dates

Course CB Codes
CB00: State ID
CCC000612335

CB03: TOP Code

083500 - Physical Education

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

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N - Course is not a special class.

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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

LAS POSITAS
C O L L E G E

Admin Outline for Noncredit Tutoring 201
Tutoring Theory and Practice I
Effective: Fall 2026

Catalog Description:

NTUT 201 - Tutoring Theory and Practice I
27 Hours

Training for college tutors to acquire specific skills and techniques for tutoring in academic and vocational subject areas, and basic skills. The course will provide a conceptual framework of tutoring to guide students in leading effective tutoring sessions.

Course Grading: Pass/No Pass

Total Lecture Hours	9
Total Inside of Class Hours	9
Total Outside of Class Hours	18
Total Noncredit Hours	27

Justification for course proposal

Las Positas College tutors require training to effectively support students. Offering a free non-credit training course is the best way to offer training and remain compliant with labor code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Education

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Use names and stacking strategies while tutoring
   B. Use the phrase, "show me," as a check for understanding before direct instruction.
   C. Use tutor scheduling and timekeeping software.

Course Content:

1. Customer service

    1. Names

    2. Stacking

3. Reassurance

4. Growth mindset language

5. Codependent students

2. Checks for understanding and assets

   1. Assimilation vs acculturation

   2. Show me

   3. Pause

   4. Given, find, diagram

   5. Pattern recognition

      1. Equation

      2. Problem-solving

3. Policies and procedures

   1. Tutor scheduling

      1. Competencies

   2. Timekeeping

      1. Payroll

      2. Absences

   3. Privacy

   4. Harassment

Methods of Instruction:

1. Demonstration - Modeling tutoring best practices
2. Classroom Activity - Role play
3. Discussion - Small-group and whole-class discussion on tutoring best practices
4. Lecture - Direct instruction accompanied by a slide presentation
5. Written Exercises - Written responses to tutoring scenarios
6. Knowledge retrieval practice in the form of ungraded repeatable quizzes

Typical Assignments

A. Other:
   Implement tutoring strategies during role-play tutoring scenarios.

B. Research:

Research active learning strategies

   C. Project:

Create an audio recording demonstrating tutoring best practices.

   D. Writing:

Write a summary of tutoring best practices based on a reading assignment.

   E. Other:

Analyze video demonstrating tutoring strategies.

   F. Writing:

Write a self-evaluation of the implementation of key components of a tutoring session.

Methods of Evaluating Student Progress

A. Quizzes
  1. one to three times per semester
B. Papers
  1. once per semester
C. Class Participation
  1. weekly
D. Class Work
  1. weekly
E. Home Work
  1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Implement policies and procedures using tutor scheduling and timekeeping software.
   B. Demonstrate excellent customer service skills.
   C. Implement checks for understanding and assets before direct instruction.

Textbooks (Typical):

Textbook:
  1. Douglas Fisher, Nancy Frey *Checking for Understanding: Formative Assessments Techniques for Your ClassRoom.* 2nd ed., ASCD, 2014.
  2. Kate Murphy *You're Not Listening.*, Celadon Books, 2021.
  3. Kam Knight *Mind Mapping: Improve Memory, Concentration, Communication, Organization, Creativity, and Time Management .*, CreateSpace Independent Publishing Platform, 2012.
  4. Cal Newport *Make It Stick: The Science of Successful Learning.*, Belknap Press, 2014.

Other Learning Materials:
  1. .

Other Materials Required of Students

Other Materials Required of Students:

1. .

Equity Based Curriculum

- Measurable Objectives
Address
The measurable objectives include language to encourage tutors to allow their students to "show" them how they would start a problem instead of starting with direct instruction, thereby promoting acculturation instead of assimilation.

- Course Content
Address
The course content is designed to train student tutors to support students who stand to benefit the most from tutoring. Oftentimes, this means tutors are tasked with supporting students who are disproportionately impacted and come from diverse backgrounds. The course content includes topics that encourage student tutors to use checks for understanding and to consider the difference between assimilation and acculturation.

- Methods of Instruction
Address
Methods of instruction include paired, small-group, and whole-class discussions that ensure 100% of student voices are heard.

- Assignments
Address
Assignment types are varied to ensure students have a variety of opportunities to access their learning.

- Methods of Evaluation
Address
Methods of evaluation are varied to ensure students have a variety of opportunities to experience success. Student evaluations of class participation encourage all students to participate and listen to each other.

- Typical Texts
Address
Typical texts include free online sources to ensure all students have access to their learning.

Codes and Dates

Course CB Codes

CB03: TOP Code

089900 - Other Education

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

LAS POSITAS COLLEGE

Admin Outline for Noncredit Tutoring 202
Tutoring Theory and Practice II
Effective: Fall 2026

Catalog Description:

NTUT 202 - Tutoring Theory and Practice II
27 Hours

Training for college tutors to acquire specific skills and techniques for tutoring in academic and vocational subject areas, and basic skills. The course will provide a conceptual framework of tutoring to guide students in leading effective tutoring sessions.

Course Grading: Pass/No Pass

Total Lecture Hours	9
Total Inside of Class Hours	9
Total Outside of Class Hours	18
Total Noncredit Hours	27

Justification for course proposal
Las Positas College tutors require training to effectively support students. Offering a free non-credit training course is the best way to offer training and remain compliant with labor code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Education

Course Objectives:

Upon completion of this course, the student should be able to:
   A. List problem-solving strategies during a tutoring session.
   B. Use checks for understanding to identify assets and encourage students to use problem-solving strategies.
   C. Use dual coding as a direct-instruction method.
   D. List strategies that reduce the likelihood of repeating a mistake when problem-solving or practicing.

Course Content:

   1. Problem-solving strategies

        1. Listing strategies

    2. Checks for understanding and assets

        1. Reading comprehension

        2. Listing known facts, unknown variables, equations, and criteria

        3. Graphic organizer

        4. Pattern recognition

    3. Direct Instruction

        1. Reading comprehension - annotation and talking to the text

        2. Listing variables - scaffolding
        3. Graphic organizer - dual coding

        4. Pattern recognition - annotation and talk aloud

    4. Mistakes

        1. Mistakes versus errors

        2. Habit formation

        3. Strategies to avoid mistakes

Methods of Instruction:

1. Demonstration - Modeling tutoring best practices
2. Classroom Activity - Role play
3. Discussion - Small-group and whole-class discussion on tutoring best practices
4. Lecture - Direct instruction accompanied by a slide presentation
5. Written Exercises - Written responses to tutoring scenarios
6. Knowledge retrieval practice in the form of ungraded repeatable quizzes

Typical Assignments

A. Other:
   Implement tutoring strategies during role-play tutoring scenarios.

B. Research:
   Research active learning strategies

C. Project:
   Create an audio recording demonstrating tutoring best practices.

D. Writing:
   Write a summary of tutoring best practices based on a reading assignment.

E. Other:

Analyze video demonstrating tutoring strategies.
F. Writing:
Write a self-evaluation of the implementation of key components of a tutoring session.

Methods of Evaluating Student Progress

A. Quizzes
1. one to three times per semester
B. Papers
1. once per semester
C. Class Participation
1. weekly
D. Class Work
1. weekly
E. Home Work
1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Use sequential checks for understanding to identify assets when supporting a student with ar written prompt.
B. Use appropriate instructional strategies for student deficits or invisible barriers.
C. Create a list of strategies that reduce the likelihood of repeating a mistake when problem-solving or practicing.
D. List or write each tutoring step prior to using the strategy.

Textbooks (Typical):

Textbook:
1. Douglas Fisher, Nancy Frey *Checking for Understanding: Formative Assessments Techniques for Your ClassRoom.* 2nd ed., ASCD, 2014.
2. Kate Murphy *You're Not Listening.*, Celadon Books, 2021.
3. Kam Knight *Mind Mapping: Improve Memory, Concentration, Communication, Organization, Creativity, and Time Management .*, CreateSpace Independent Publishing Platform, 2012.
4. Cal Newport *Make It Stick: The Science of Successful Learning.*, Belknap Press, 2014.

Other Learning Materials:
1. .

Other Materials Required of Students

Other Materials Required of Students:
1. .

Equity Based Curriculum

- Measurable Objectives

  Address

  The measurable objectives include language to encourage tutors to look for assets in other students, thereby promoting a more inclusive learning environment.

- Course Content

  Address

  The course content is designed to train student tutors to support students who stand to benefit the most from tutoring. Oftentimes, this means tutors are tasked with supporting students who are disproportionately impacted and come from diverse backgrounds. The course content includes topics that encourage tutors to identify student assets before proceeding with direct instruction.

- Methods of Instruction

  Address

  Methods of instruction include paired, small-group, and whole-class discussions that ensure 100% of student voices are heard.

- Assignments

  Address

  Assignment types are varied to ensure students have a variety of opportunities to access their learning.

- Methods of Evaluation

  Address

  Methods of evaluation are varied to ensure students have a variety of opportunities to experience success. Student evaluations of class participation encourage all students to participate and listen to each other.

- Typical Texts

  Address

  Typical texts include free online sources to ensure all students have access to their learning.

Codes and Dates

Course CB Codes

CB03: TOP Code

089900 - Other Education

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

Admin Outline for Noncredit Tutoring 203
Tutoring Theory and Practice III
Effective: Fall 2026

Catalog Description:

NTUT 203 - Tutoring Theory and Practice III
27 Hours

Training for college tutors to acquire specific skills and techniques for tutoring in academic and vocational subject areas, and basic skills. The course will provide a conceptual framework of tutoring to guide students in leading effective tutoring sessions.

Course Grading: Pass/No Pass

Total Lecture Hours	9
Total Inside of Class Hours	9
Total Outside of Class Hours	18
Total Noncredit Hours	27

Justification for course proposal

Las Positas College tutors require training to effectively support students. Offering a free non-credit training course is the best way to offer training and remain compliant with labor code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Education

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Describe the actor-observer bias and how it may negatively affect a tutoring session.
   B. Use active listening skills during a tutoring session.
   C. Use strategies that increase a student's locus of control during a tutoring session.

Course Content:

   1. Emotional awareness

        1. Stress

             1. Evaluation of demand and coping ability

2. Demand (trigger)

    1. Uncertainty

    2. Low control

3. Coping strategy selection

    1. Inaction

    2. Undesirable action (distraction or low attentional control)

2. Stress vs confidence

2. Tutor actor-observer bias

    1. Frustration

    2. Fundamental attribution error

    3. Confirmation bias

    4. Doubt vs faith

        1. Ineffective strategy selection

3. Dampen student stress response and increase confidence

    1. Student assets/strategies

        1. Decrease uncertainty

            1. Academic factors

                1. Knowledge and skills

                2. Time management

                3. Hidden curriculum

            2. External factors

        2. Increase internal locus of control

            1. Perceived control

            2. Attentional control

        3. Improve coping strategy selection

            1. Self talk

        4. Evaluation of demand and coping ability

            1. Strategies for mental clarity and diffuse thinking

2. Active listening for student self-awareness

    1. Care

        1. Name

        2. Tone

        3. "We got you"

    2. Inquire

        1. How

        2. What

        3. Tell me

    3. Identify

        1. It seems like

        2. Pause

    4. Clarify

        1. Paraphrase

        2. Transcribe

3. Appropriate strategies to address student deficits in dampening stress response and building confidence

    1. Four stages of competence

        1. Naming strategies for unconscious or invisible barriers

    2. Dual coding

    3. Goal-setting and record keeping

    4. Story stewardship

Methods of Instruction:

1. Demonstration - Modeling tutoring best practices
2. Classroom Activity - Role play
3. Discussion - Small-group and whole-class discussion on tutoring best practices
4. Lecture - Direct instruction accompanied by a slide presentation
5. Written Exercises - Written responses to tutoring scenarios
6. Knowledge retrieval practice in the form of ungraded repeatable quizzes

Typical Assignments

A. Other:
Implement tutoring strategies during role-play tutoring scenarios.

B. Research:
Research active learning strategies

C. Project:
Create an audio recording demonstrating tutoring best practices.

D. Writing:
Write a summary of tutoring best practices based on a reading assignment.

E. Other:
Analyze video demonstrating tutoring strategies.

F. Writing:
Write a self-evaluation of the implementation of key components of a tutoring session.

Methods of Evaluating Student Progress

A. Quizzes
    1. one to three times per semester
B. Papers
    1. once per semester
C. Class Participation
    1. weekly
D. Class Work
    1. weekly
E. Home Work
    1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Explain how the actor-observer bias and low emotional awareness of stress may negatively affect a tutoring session.
B. Identify and use appropriate tutoring strategies that address other student deficits in building confidence and dampening the stress response.
C. Use active listening strategies to encourage other students to identify assets that build confidence and dampen the stress response .

Textbooks (Typical):

Textbook:
1. Douglas Fisher, Nancy Frey *Checking for Understanding: Formative Assessments Techniques for Your ClassRoom.* 2nd ed., ASCD, 2014.

2. Kate Murphy *You're Not Listening.*, Celadon Books, 2021.
3. Kam Knight *Mind Mapping: Improve Memory, Concentration, Communication, Organization, Creativity, and Time Management .*, CreateSpace Independent Publishing Platform, 2012.
4. Cal Newport *Make It Stick: The Science of Successful Learning.*, Belknap Press, 2014.

Other Learning Materials:
   1. .

Other Materials Required of Students

 Other Materials Required of Students:
   1. .

Equity Based Curriculum

- Measurable Objectives
  Address
  The measurable objectives include language to encourage student tutors to use active listening skills to learn more about their students and to be more aware of situational factors that impede student learning, instead of succumbing to the actor-observer bias.

- Course Content
  Address
  The course content is designed to train student tutors to support students who stand to benefit the most from tutoring. Oftentimes, this means tutors are tasked with supporting students who are disproportionately impacted and come from diverse backgrounds. The course content includes topics that encourage student tutors to be more aware of situational factors that impede student learning, instead of succumbing to the actor-observer bias, and use story stewardship to support students who experience external factors that interfere with their ability to access their education.
- Methods of Instruction
  Address
  Methods of instruction include paired, small-group, and whole-class discussions that ensure 100% of student voices are heard.
- Assignments
  Address
  Assignment types are varied to ensure students have a variety of opportunities to access their learning.
- Methods of Evaluation
  Address
  Methods of evaluation are varied to ensure students have a variety of opportunities to experience success. Student evaluations of class participation encourage all students to participate and listen to each other.
- Typical Texts
  Address
  Typical texts include free online sources to ensure all students have access to their learning.

Codes and Dates

Course CB Codes

CB03: TOP Code

089900 - Other Education

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

5.2. Course Modifications

- VWT 29 Independent Study, Viticulture and Winery Technology

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Course Modification: VWT 29 - Independent Study, Viticulture and Winery Technology

Course Modification: VWT 29 - Independent Study, Viticulture and Winery Technology
(Launched - Implemented 09-04-2025)

compared with

VWT 29 - Independent Study, Viticulture and Winery Technology (Active - Implemented 08-
15-2018)

Admin Outline for Viticulture and Winery Technology 29 Independent Study, Viticulture and Winery Technology

Effective: Fall

~~2018~~ 2026

Catalog Description:

VWT 29 - Independent Study, Viticulture and Winery
Technology

0.50 - ~~0~~ 2 .00 Units

Supervised study in the area of Viticulture and Winery Technology. Any student interested in registering for a
Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.

0 ~~Units Lecture 0~~ .5 - 2 Units Lab

Course Grading: Optional

~~Lecture Hours~~	
Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Justification for course proposal

Discipline:

Agricultural Production

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Develop a project in Viticulture and/or Enology to develop skills or deepen knowledge
   B. Complete the project according to established standards in the field
   C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

Lab:
Lecture:

1. ~~Develop~~ Practice skills and knowledge that reinforce, or expand upon, Viticulture and/or Enology concepts

2. ~~Develop~~ methodology ~~and~~ reporting applications

3. ~~Participate~~ structure for ~~in~~ a Viticulture and/or Enology project

4. ~~Communicate~~ Practice ~~the~~ effective ~~essential~~ communication, ~~applications~~ utilizing Viticulture ~~and/or~~ ~~or~~ ~~theories~~ Enology discipline specific language related to Viticulture and/or Enology project

Methods of Instruction:

1. Discussion - With instructor
2. Projects - As noted in the Independent study form
3. Independent Study
4. Classroom Activity - Classroom Activity - Work with faculty member to develop necessary skills to full fill independent study.
5. Demonstration - As noted in the Independent study form
6. Written Exercises - As noted in the Independent study form

Typical Assignments

A. ~~Other~~ Reading:
   Identification of a research project may include extensive reading.

B. Writing:
   Identification of a topic related to independent study class may include a paper or other form of report of completed work.

C. Laboratory :

   1. ~~Reading Assignments~~

1. ~~Identification of a research project may include extensive reading.~~

2. ~~Writing Assignment~~

   1. ~~Identification of a topic related to independent study class may include a paper or other form of report of completed work.~~

3. ~~Lab Work~~

   1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

A. Oral Presentation

   1. At the discretion of the instructor.

B. Research Projects

   1. At the discretion of the instructor

C. Portfolios

   1. At the discretion of the instructor.

D. Papers

   1. At least one independent study contract will be completed. Additional papers at the discretion of the instructor.

E. Projects

   1. At least one independent study project. Additional projects at the discretion of the instructor.

F. Lab Activities

   1. At the discretion of the instructor.

G. Individual consultation with students

   1. Instructor will consult with student about independent study project at least 3 times.

H. Assigments/activities specified on Independent Study Form

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Articulate the outcomes of their independent study project.

Textbooks (Typical):

 Textbook:
   1. Jancis Robinson, Julia Harding *The Oxford Companion to Wine.* 5th ed., Oxford University Press, 2023.
   2. Jamie Goode *The Science of Wine: From Vine to Glass.* 3rd ed., University of California Press, 2021.
   3. Stephen Skelton *Viticulture: An introduction to commercial grape growing for wine production .* 2nd ed., Perfect Paperback, 2020.
   4. Ted Goldhammer *Grape Grower's Handbook.* 3rd ed., Apex Pub., 2021.

Other Materials Required of Students

 Other Materials Required of Students:
   1. As needed.

Equity Based Curriculum

   *   Methods of Instruction
        Address
         Methods of Instruction are established to meet the diverse needs of students. Students will work with Instructor to develop an individualized independent study project.

Requisite Skills

Codes and Dates

Course CB Codes
CB00: State ID
CCC000589062

CB03: TOP Code
010400 - Viticulture, Enology and Wine Business

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

5.3. Course Deactivations

- AUTO INTR Automotive Service and Introduction

    Justification: The course has been replaced by INT and INTL. Same total units same content.

- ETHS 1 Introduction to Ethnic Studies

    Justification: This course has been denied three times for transfer Ethnic Studies General Education, and the equivalent class at Chabot is set to lose its Ethnic Studies GE status next fall. There will be no Introduction to Ethnic Studies C-ID or CCN course developed as the Ethnic Studies FDRG members are focusing on the four areas of study and most do not believe teaching an interdisciplinary course like that is possible. The department is going to focus on building up the Chicana/o Studies and Asian American Studies areas instead.

- ETHS 40 Introduction to Native American Studies

    Justification: This course has been denied transfer Ethnic Studies GE three times, and as this is the head CSU reviewers area of expertise, the ability to ever get this course approved is in doubt. Also, the student demand would probably not be very high, and department faculty would rather focus their efforts and FTEF on building up other Ethnic Studies areas.

- KIN ETD1 Eskrima – Tenio DeCuerdas 1

    Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN ETD2 Eskrima – Tenio DeCuerdas 2

    Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN ETD3 Eskrima – Tenio DeCuerdas 3

    Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN ETD4 Eskrima – Tenio DeCuerdas 4

    Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN JDR1 Jujutsu – Danzan Ryu 1

    Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN JDR2 Jujutsu – Danzan Ryu 2

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN JDR3 Jujutsu – Danzan Ryu 3

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN JDR4 Jujutsu – Danzan Ryu 4

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- MATH 22 Precalculus & Trigonometry

Justification: MATH 21 and 22 were both created as options for when AB 1705 took effect. The mathematics department has decided to offer MATH 21 and deactivate MATH 22 in light of changes to AB 1705 guidance and the move to a compressed calendar.

- MUS 17B Jazz Combo 2

Justification: The music department no longer offers this course and sees no need to in the future.

- MUS 29 Independent Study, Music

Justification: With auditing and noncredit courses for older adult

- NAUT INTR Automotive Service and Introduction

Justification: No longer used. Replaced.

- NAUT LABB Automotive Lab Advanced

Justification: No longer run.

- NAUT LABC Automotive Lab Specialized Bench Work

Justification: No longer run.

- NAUT LABD Automotive Lab Specialized Electronic Work

Justification: No longer run.

- TUTR 17A Tutoring Theory and Practice I

Justification: The TUTR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

- TUTR 17B Tutoring Theory and Practice II

Justification: The TUTR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which

prohibits employers from compelling employees to purchase anything of value from the employer.

- TUTR 17C Tutoring Theory and Practice III

Justification:
The TUTR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

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Course Deactivation: AUTO INTR - Automotive Service and Introduction

Course Deactivation: AUTO INTR - Automotive Service and Introduction (Launched - Implemented 08-29-2025)
compared with
AUTO INTR - Automotive Service and Introduction (Active - Implemented 08-15-2022)

Admin Outline for Automotive Technology INTR
Automotive Service and Introduction
Effective: Fall

~~2022~~ 2026

Catalog Description:

AUTO INTR - Automotive Service and Introduction
4.00 Units

Bumper-to-Bumper Automotive Knowledge. Starting with hazardous waste handling, tool identification, maintenance and lubrication, moving into engine mechanical, emissions controls, suspension systems, air conditioning, airbags and safety, transmissions, axles, and finishing off with the future of the automotive industry. This is an introductory class for people who want to know more about their vehicle or who are planning an automotive career.
2 Units Lecture 2 Units Lab

Course Grading: Optional

Lecture Hours	36
Lab Hours	108
Inside of Class Hours	144
Outside of Class Hours	72

Justification for course proposal

The course has been replaced by INT and INTL. Same total units same content.

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Utilize and apply hazardous waste handling;
   B. Identify and describe uses of automotive related tools;
   C. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
   D. Discuss four stroke engine cycle and identify engine parts;
   E. Perform basic engine teardown and reassembly;
   F. Apply Ohm's law, read basic schematics, test automotive electrical systems;
   G. Identify emissions components, understand 5 gas theory;
   H. Discuss heating and cooling systems, perform basic cooling systems tests;
   I. Identify air conditioning systems, understand cycles of refrigerant;
   J. Discuss braking systems, perform a brake inspection, identify parts;
   K. Differentiate between suspension and steering system types, inspect and qualify components;
   L. Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
   M. Restraints system identification, know safety concerns of each system and inspection of restraint systems;
   N. Theorize on the future of the automotive industry.

Course Content:

Lab:
Lecture:
   1. Safety and Handling of hazardous waste materials
        1. Occupational Safety Health Administration (OSHA) Shop standards applied
        2. Industry safety standards applied
        3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
   2. Tool Identification
        1. Ratchets, Sockets, Wrenches, Screwdrivers
        2. Torque Wrenches
        3. Hammers, Pliers
        4. Specialty Tools
   3. Maintenance and inspection
        1. Manufacturing recommendations
        2. Periodic inspections for unusual conditions
        3. Component failure inspections
        4. Chassis lubrication
        5. Engine oil changes
                1. Oil Types, Conventional and Synthetic
                2. Oil change intervals
                3. Theory
                4. On car application
        6. Fluid inspection and service

1. Leaks
2. Power steering
3. Transmission
4. Axles
5. Washer
6. Coolant/Antifreeze
7. On car application

4. Operational theory Four stroke Engine Cycle
   1. Intake
   2. Compression
   3. Power
   4. Exhaust
   5. Timing
      1. Spark
      2. Camshaft

5. Gasoline Enine Component Identification and Teardown
   1. History of design and metallurgy of engines
   2. Engine Block components
   3. Cylinder Head components
   4. Intake, Exhaust and other major bolt on components

6. Electrical Systems
   1. Ohms law Theory
   2. Electrical Schematic Icons and drawings
   3. Battery Basics
   4. Alternator/Generator Basics
   5. Starter Motor Basics
   6. Electrical Testing
      1. Battery
         1. Theory
         2. On car application
      2. Alternator
         1. Theory
         2. On car application
      3. Starter
         1. Theory
         2. On car application

7. Emissions Systems
   1. Parts Identification
   2. Parts Theory
   3. Reading Emissions Labels
   4. 5 gas Theory
   5. Smog Controls
      1. California and Federal Requirements
      2. History of the Smog Program
      3. Government and Manufacturer laws and regulations

6. Environmental Responsibilities
8. Heating and Cooling
    1. History and current innovations of heating and cooling systems
    2. Parts Identification
    3. Heating Theory and operation
    4. Heating Systems Testing
        1. Theory
        2. On car application
    5. Coolant Systems Testing
        1. Theory
        2. On car application
9. Air Conditioning Systems
    1. Environmental concerns
    2. Parts Identification
    3. Parts Theory
    4. On car Testing and inspection procedures and application
10. Braking systems
    1. Base Systems
        1. Brake systems history and improvements through time
        2. Fluid differences and cautions
        3. Parts Identification
        4. Parts Theory
        1. On car inspection procedures
            1. Government and Manufacturer laws and regulations
        2. On car application
    2. Antilock Systems
        1. Differences from base systems
        2. Theory of operation
        3. Parts Identification
11. Steering and Suspension Systems
    1. Historical information and current technology
    2. Steering
        1. Fluid usage current and historical
        2. Different steering systems
        3. Parts Identification
        4. Parts theory
        5. On car inspection procedures and application
            1. Government and Manufacturer laws and regulations
    3. Steering
        1. Different suspension systems
        2. Parts Identification
        3. Parts theory
        4. On car inspection procedures and application
12. Transmissions and Axles
    1. History of the transmission

2. Automatic Transmissions
    1. Fluid Requirements
        1. On Car fluid checking
    2. Operational Theory
    3. Gears sets
    4. Clutches, Bands and Sprags
    5. Torque Converters
3. Manual Transmissions
    1. Fluid Requirements
    2. Operational Theory
    3. Clutch
    4. Gears
4. Front and Rear Axles
    1. Fluid Requirements
    2. Operational Theory
    3. Ring Gear
    4. Pinion Gear
    5. Propshafts
5. Transfer Cases
    1. Fluid Requirements
    2. Electronic and Manual
    3. Operational Theory
    4. Clutches
    5. Gears
13. Safety Restraints
    1. Seat Belts
        1. Installation Concerns
        2. Inspection and Replacement
    2. Airbags
        1. History of Airbags and current technology
        2. Parts Identification
    3. Parts Theory
    4. Inspection and Replacement
    5. Current Government Regulations
    6. Airbag deployment demonstration
14. Automotive Industry Future
    1. Environmental Concerns
    2. Oil Supply Concerns
        1. Middle East Stability
        2. How much is left?
    3. Electronic Integration
        1. Computers
        2. Steering
        3. Braking
        4. Parking

5.   Heads up Displays
                    6.   Navigation
                    7.   Entertainment Systems
                    8.   Communication Systems
                    9.   Optical Systems
          4.   Alternative Fuels
                    1.   CNG
                    2.   Propane
                    3.   Bio-Diesel
                    4.   E85
                    5.   Hydrogen
          5.   Hybrids
                    1.   Gasoline/Electric
                    2.   Diesel/Electric
                    3.   Hydrogen/Electric

Methods of Instruction:

1. Discussion - Group discussions
2. Lecture
3. Lab - Student Hands-on laboratory activities and assignments
4. Audio-visual Activity - Audio and Visual Material PowerPoint presentations
5. Discussion
6. Mockup parts from automobiles

Typical Assignments

A. Other:
      1. Read X chapter and answer ASE style questions
      2.   Apply lecture in lab by evaluating vehicles in lab setting
      3. Evaluate and discuss Fluke 87 readings with class
      4. Repair and confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

A. Group Projects
      1. Weekly
B. Class Participation
      1. Daily
C. Class Work
      1. Daily
D. Home Work
      1. Weekly
E. Lab Activities
      1. Weekly
F. Exams/Tests
      1. At least two. Midterm and Comprehensive Final

G. Quizzes
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
- A. Upon completion of AUTO INTR, the student should be able to perform and oil change with 100% accuracy.
- B. Upon completion of AUTO INTR, the student should be able to, recognize and apply shop safety precautions.

Textbooks (Typical):

Textbook:
1. James D Halderman *Automotive Maintenance and Light Repair.* 6 ed., Pearson, 2020.
2. James Duffy *Modern Automotive Technology.* 9 ed., Goodheart-Wilcox Publishing, 2017.
3. Tim Giles *Automotive Service.* 5 ed., Cengage, 2015.

Other Materials Required of Students

Other Materials Required of Students:
1. Safety glasses.

Equity Based Curriculum

- Methods of Instruction
  Address
  Inclusive Learning

Requisite Skills

DE Proposal

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

Rationale for DE
Explain why this course should be offered in Distance Education mode.
PO: Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs.

FO: Same as above, however specialized software can be used to simulate labs online (case by case approved by NATEF). This was done Spring 20 and worked well however students become very frustrated very quickly when they are not getting their hands dirty. 90% of Spring 2020 students stated they would not return to a fully online semester for Fall 2020. Fully online should only be used in extreme situations and for a very short duration.

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

PO: California Automotive Teachers have given this recommendation to allow our students to continue on their career path.

FO: Same as above

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: Weekly, as assignments or labs are turned in
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum Once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Weekly lab sessions
- **Other:**
  Frequency: PO: Student interaction, fulfillment of SLO's and measurable objectives will be done on campus in the labs, weekly. FO: Student interaction, fulfillment of SLO's and measurable objectives will be monitored through the accounting set up in the online lab software, weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency: PO: At least twice per semester FO: At least once every other week.

- **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: Fully online only: Minimum weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Fully online only: once every other week
- **Other:**
  Frequency: PO: Students will interact during on-campus weekly labs

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Fully online only: weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: PO and FO: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: PO: At least once per week FO: At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: FO: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: PO: Weekly, in on-campus labs FO: Weekly recorded by student and completed using online software.
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000566980

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

   Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning

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

Course Deactivation: ETHS 1 - Introduction to Ethnic Studies

Course Deactivation: ETHS 1 - Introduction to Ethnic Studies (Launched - Implemented 08-27-2025)
compared with
ETHS 1 - Introduction to Ethnic Studies (Active - Implemented 08-15-2025)

Admin Outline for Ethnic Studies 1
Introduction to Ethnic Studies
Effective: Fall

~~2025~~ 2026

Catalog Description:

ETHS 1 - Introduction to Ethnic Studies
3.00 Units

This course introduces students to the interdisciplinary approach of Ethnic Studies and its major concepts and analyses. The course examines the histories, current issues, and unique lived experiences of four historically defined racialized American groups: Native Americans, African Americans, Asian Americans, and Latinx Americans. The course will examine major cases of struggle, solidarity, and resistance while engaging in current justice and equity movements focused on dismantling white supremacy, colonialism, imperialism, and other forms of oppression targeting communities of color. The course also focuses on the intersection of racial and ethnic identities with other forms of social identity, such as class, gender, sexuality, religion, indigeneity, and immigration status.

3 Units Lecture

Course Grading: Optional

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

Justification for course proposal

This course has been denied three times for transfer Ethnic Studies General Education, and the equivalent class at Chabot is set to lose its Ethnic Studies GE status next fall. There will be no Introduction to Ethnic Studies C-ID or CCN course developed as the Ethnic Studies FDRG members are focusing on the four areas of study and most do not believe teaching an interdisciplinary course like that is possible. The department is going to focus on building up the Chicana/o Studies and Asian American Studies areas instead.

Discipline:

Ethnic Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Identify major concepts of ethnic studies, including but not limited to, race and ethnicity, prejudice, discrimination, settler colonialism, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism
  B. Apply theory and knowledge produced by Native American, African American, Asian American, and Latinx American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements
  C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian American, and Latinx American are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies
  D. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American, African American, Asian American, and Latinx American communities
  E. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian American, and Latinx American to build a diverse, just, and equitable society beyond the classroom

Course Content:

  1. Identify major concepts of ethnic studies, including but not limited to, race and ethnicity, prejudice, discrimination, settler colonialism, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism
       1. History of Ethnic Studies
       2. Basic concepts
            1. Social and historical constructions of race
            2. Scientific racism
            3. Ethnicity, ethnic identity
            4. Segregation, desegregation, assimilation
            5. Settler colonialism, imperialism, migration
            6. Ethnocentrism, Eurocentrism, multiculturalism
            7. Self-determination, decolonization, liberation
       3. Theories of racism and racialization
            1. Racism

2. Discrimination, prejudice, power, privilege

3. Institutional racism

4. Systemic racism

5. Structural racism

6. Racial formation

7. Racialization

8. White privilege, white supremacy

9. Internalized oppression

4. Theories of coloniality

1. Imperialism

2. Indigeneity

3. Diaspora

4. Migration

5. Colonization

6. Settler colonialism

7. Internal colonialism

8. Orientalism and othering

2. Apply theory and knowledge produced by Native American, African American, Asian American, and Latinx American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements

1. Native Americans

1. Imperialism and Settler-Colonialism

2. Treaty history of U.S. with Native American tribes

3. Genocide and forced removal

4. Forced assimilation

5. Experiences of California Indians during the Mission Period

6. Cultural traditions

2. African Americans

1. Slavery

2. The Underground Railroad

3. Abolitionism

4. Reconstruction

5. Jim Crow

6. Lynching

7. Great Migration

8. The Harlem Renaissance

9. Residential segregation

10. Civil Rights Movement

11. Black Power Movement and student activism

3. Asian Americans

1. Histories, experiences, and cultures of major groups

1. Chinese Americans

2. Japanese Americans

3. Korean Americans

    4. Indian Americans

    5. Filipino Americans

    6. Pacific Islander Americans

  4. Latinx Americans

    1. Pre-Columbian Mesoamerican Indigeneity

    2. Colonial era in Mesoamerica

    3. Mexican independence and nationalism

    4. U.S. Mexico War, manifest destiny & settler colonialism

    5. Treaty of Guadalupe Hidalgo

    6. Agriculture and industrial capitalism

    7. Borderlands and US immigration policies

    8. Bracero Program

    9. Cultural diversity

  5. Cultural representation

    1. Art

    2. Film

    3. Literature

    4. Music

    5. Street culture

    6. Media representation

    7. Racial and cultural stereotypes

3. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian American, and Latinx American are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies

  1. Native Americans

    1. Myths and stereotypes about Indigenous peoples

    2. Economic issues

    3. Health disparities

    4. Media representation and Native American mascots

    5. Land repatriation

    6. Red Power Movement

    7. Decolonial education

  2. African Americans

    1. The effects of urbanization and technology on political movements

    2. The War on Drugs and the criminalization of Black youth

    3. Racial profiling

    4. Police brutality

    5. Mass incarceration

    6. School-to-Prison Pipeline

    7. Economic disparity

    8. Popular culture representation

    9. Black Lives Matter

  3. Asian Americans

1. Exclusionary immigration policies
2. Model Minority stereotype
3. Media representation
4. Anti-Asian sentiment
5. Economic disparity

4. Latinx Americans
    1. Immigration Policy
    2. DREAMERs and DACA
    3. Immigrant health disparities
    4. The politics of language identity
    5. Acculturation and assimilation
    6. Educational issues
    7. El Plan de Santa Barbara
    8. Labor Unions and political activist organizations
    9. The Chicana/o Movement
    10. Popular culture representation

4. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American, African American, Asian American, and Latinx American communities
    1. Intersectionality theory
    2. Intersectional identities
        1. Class
        2. Gender
        3. Sexuality
        4. Religion and spirituality
        5. National origin
        6. Immigration status
        7. Ability
        8. Tribal citizenship
        9. Sovereignty
        10. Language
        11. Age and generation

5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian American, and Latinx American to build a diverse, just, and equitable society beyond the classroom
    1. Civil Rights and Black Power Movements
    2. San Francisco State College Strike
    3. Third World Liberation Front
    4. Chicano/a Movement
    5. American Indian Movement
    6. Asian American Movements
    7. Other contemporary issues and movements
    8. Current policies related to Ethnic Studies in education
    9. Local organizations working for racial justice and decolonization

Methods of Instruction:

1. Lecture - Presentation relevant concepts, theories, and examples.
2. Discussion - Lead class discussions or post online discussion boards that will help students employ ethnic studies frameworks to the concepts of race, ethnicity, power, resistance, and decoloniality. This should also model good questioning techniques for students to advance their knowledge about course topics. Create student-led discussion leadership to take place in class to provide an opportunity both to work with others and to encourage long-term retention of the material.
3. Audio-visual Activity - Play video clips, films, and music in class as either: 1) a means of providing historical context; or 2) examples of ethnic studies arguments about immigration, migration, ethnicity, intersectionality, healing, and/or resistance and develop class exercises around analyzing these media from an ethnic studies perspective.
4. Guest Lecturers - Invite guest lecturers to class in order to present on issues of social justice, intersectionality, colonization, decoloniality, social movements, and collective cultural memory which will encourage independent and rational discussion of ideas central to ethnic studies
5. Student Presentations - Research paper project presentation

Typical Assignments

A. Reading:
    1. Weekly readings of assigned sections of the textbook
    2. Weekly readings of relevant research articles
B. Writing:
    1. Response Paper
        1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective 1 for identifying major concepts.
        2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of the four main groups (i.e., Native American, African American, Asian and Pacific Islander American, or Chicnx/Latinx American). This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.
C. Research:
    1. Library Research Project
        1. Critically review one of the major issues facing Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx American communities. Discuss how the issue is relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.
D. Project:
    1. Interview project

1. Interview a family member and critically compare their lived experiences with the typical life course of a person from one of the four main racial/ethnic groups (e.g., Native American, African American, Asian and Pacific Islander American, or Chicanx/Latinx American communities) to identify structural inequality. Write a paper based on the interview. By shifting the focus of the interview, the assignment can also be useful in analyzing the standpoints of Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx American communities to describe their lived experiences and struggles situated in histories, the critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.

2. Evaluate Active Engagement with Community
    1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by researching a local organization serving a specific racial/ethnic community (e.g., Native American, African American, Asian and Pacific Islander American, or Chicanx/Latinx American community). Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.

E. Other:
1. Student presentation
    1. Presentatiosn of student projects

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Two to three times
B. Research Projects
    1. At the end of semester
C. Papers
    1. Monthly
D. Projects
    1. At the end of semester
E. Class Participation
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Identify major concepts and theories of ethnic studies.
B. Apply standpoints of Native American, African American, Asian American, and Chicanx and Latinx American communities to describe their lived experiences and struggles.
C. Critically analyze the intersection of race and ethnicity with other forms of social differences.
D. Evaluate active engagement with anti-racist and anti-colonial social justice movements.
E. Produce a document that analyzes the lived experiences and struggles of a racial and ethnic community by applying major theories and concepts of ethnic studies.

Textbooks (Typical):

Textbook:
1. Fanon Frantz *Black Skin, White Masks.* 2 ed., Grove, 2008.
2. Omi Michael , Howard Winant *Racial Formation in the United States.* 3 ed., Routledge, 2014.
3. Michelle Alexander *The New Jim Crow.* 2 ed., The New Press, 2020.
4. Fong P Tomothy *Ethnic Studies Research: Approaches and Perspectives..* 1 ed., Rowman & Littlefield, 2008.
5. Ronald Takaki *A Different Mirror: A History of Multicultural America.* 3 ed., Black Bay, 2023.
6. Catherine C Choy *Asian American Histories of the United States.* 1 ed., Beacon, 2022.
7. Carter G Woodson *The Miseducation of the Negro .* 2 ed., Wilder, 2008.
8. Richard Delgado *The Latino/a Condition: a Critical Reader.* 2 ed., NYU, 2011.
9. Roxanne Dumbar-Ortiz *An Indigenous People's History of the United States.* 2 ed., Beacon, 2024.
10. J F Healey *Race, Ethnicity, Gender, and Class.* 9th ed., Sage, 2022.
11. P Collins *Race, Class, and Gender.* 10th ed., Cengage, 2020.
12. R T Schaefer *Racial and Ethnic Groups.* 15th ed., Pearson, 2019.

Other Materials Required of Students

Equity Based Curriculum

- Measurable Objectives
  Address
  Measurable objectives reflect an explicit and inclusive focus on understanding the experiences of underrepresented groups specifically Native Americans, African Americans, Asian Americans, and Latinx Americans.
- Course Content
  Address
  The course content reflects careful consideration of the appropriate balance in the focus given to each racial, ethnic, and cultural group.
- Typical Texts
  Address
  Appropriate texts are selected for their specific emphases on the experiences of Native Americans, African Americans, Asian Americans, and Latinx Americans.

Requisite Skills

DE Proposal

Delivery Methods
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

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

Offering the course in the distance education format (DE) increases flexibility and versatility in order to meet the needs of our students.

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

The decision was made through discussions at faculty meetings.

Accessibility all materials must be accessible to students with disabilities

- 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.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Weekly

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: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Monthly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Every two weeks
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Every three weeks
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000637307

CB03: TOP Code
220300 - Ethnic Studies

CIP Code

CB04: Credit Status
C - Credit - Not Degree Applicable

CB05: Transfer Status

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

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

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

![Las Positas College logo]

Course Deactivation: ETHS 40 - Introduction to Native American Studies

Course Deactivation: ETHS 40 - Introduction to Native American Studies (Launched - Implemented 08-27-2025)
compared with
ETHS 40 - Introduction to Native American Studies (Active - Implemented 08-15-2025)

Admin Outline for Ethnic Studies 40
Introduction to Native American Studies
Effective: Fall
~~2025~~ 2026

Catalog Description:

ETHS 40 - Introduction to Native American Studies
3.00 Units

This course introduces students to the interdisciplinary approach of Native American Studies and its major concepts and analyses. A critical lens will be employed to understand the various ways in which Native communities have fought, struggled, and survived settler colonialism. By relying on social justice and anti-colonial tradition, the course examines the histories, current issues, and the unique lived experiences of Native Americans and the intersection of racial and ethnic identities with other forms of social identity such as class, gender, sexuality, religion, and indigeneity.

3 Units Lecture

Course Grading: Optional

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

Justification for course proposal

This course has been denied transfer Ethnic Studies GE three times, and as this is the head CSU reviewers area of expertise, the ability to ever get this course approved is in doubt. Also, the student demand would probably not be very high, and department faculty would rather focus their efforts and FTEF on building up other Ethnic Studies areas.

Discipline:

Ethnic Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Analyze and articulate major concepts of Native American studies, including but not limited to, sovereignty, self-determination, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, liberation, decolonization, imperialism, settler colonialism, sovereignty, and anti-racism
   B. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with particular emphasis on agency and group-affirmation.
   C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted, Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
   D. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American communities.
   E. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American to build a diverse, just, and equitable society beyond the classroom

Course Content:

   1. Analyze and articulate major concepts of Native American studies, including but not limited to, sovereignty, self-determination, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, liberation, decolonization, imperialism, settler colonialism, sovereignty, and anti-racism
        1. Basic concepts and theories of ethnic studies and Native American studies
             1. Research trends and new directions in Native American studies
             2. Tribal Critical Theory
             3. Sovereignty
             4. Social and historical constructions of race
             5. Blood quantum
             6. Scientific racism
             7. Ethnicity, ethnic identity
             8. Segregation, desegregation, assimilation
             9. Ethnocentrism, Eurocentrism, multiculturalism
             10. Self-determination, decolonization, liberation
        2. Theories of coloniality
             1. Imperialism
             2. Indigeneity
             3. Diaspora
             4. Migration

5. Colonization
6. Settler colonialism
7. Internal colonialism
8. Postcoloniality
3. Theories of racism and racialization
    1. Discrimination, prejudice, power, privilege
    2. Racism
        1. Institutional racism
        2. Systemic racism
        3. Structural racism
    3. Racial formation
    4. Racialization
    5. White privilege, white supremacy
    6. Internalized oppression
2. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with particular emphasis on agency and group affirmation.
    1. Knowledge of Native Americans' way of life
        1. Diversity of Native American cultures
        2. Adaptations to the diverse environments of North America
    2. Political self-determination and indigenous political structures,
        1. Historical development of tribal governments and their current functions
    3. Institution of family
    4. Native ancestry and federally recognized Indians
        1. Tribal identity
        2. Tribal citizenship
        3. Tribal sovereignty and Sovereign Nations
        4. Tribal identification, intertribal identities and organizations, and the Fourth World
    5. Inter- and intra-group conflicts
    6. Indigenous migrants
    7. Indigenous languages and their preservation
    8. Religious, spiritual, and philosophical practices, such as the Ghost Dance
    9. Sacred Sites
    10. Cultural expressions involving art, food, film, literature, or music
        1. Oral tradition
        2. Visual arts
        3. Music
        4. Literature
        5. Modern indigenous political art movements
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American communities.
    1. Intersectional theory
    2. Intersectionality

1. Class
2. Gender
3. Sexuality
4. Religion and spirituality
5. National origin
6. Immigration status
7. Ability
8. Tribal citizenship
9. Sovereignty
10. Language
11. Age and generation

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted, Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
    1. The histories, lived experiences, and contemporary issues in Native American communities
        1. Cultures and origins
        2. Language groups
        3. Pre-Contact North America
        4. Imperialism and Settler-Colonialism
        5. European Colonization of North America
        6. Land and labor acquisition
        7. Treaty history of U.S. with Native American tribes
        8. Colonial policies, treaty rights, and violation
            1. "Civilization" policies
            2. Removal policies
            3. Reservation policies
            4. Termination policies
            5. Indian child welfare policies
            6. Boarding school policies
            7. Sterilization policies
            8. Trade and Intercourse Acts
            9. Indian Reorganization Act
        9. Institutions of missions
        10. Assimilation and Allotment Periods
        11. Experiences of California Indians during the Mission Period
        12. Christian conversion
    2. Contemporary issues
        1. Self-determination & self-governance
        2. Sovereignty rights
        3. Religious freedom
        4. Identity
        5. Land repatriation & land rights
        6. Language Retention

7. Native American art, literature, and film
8. Myths and stereotypes about Indigenous peoples
9. Native American mascots
10. Indian reservation issues
11. Health disparities
12. Decolonial education
13. California Indigenous experiences and issues
14. Environmental considerations
    1. Resource management
    2. Climate change
    3. Sustainable agriculture
    4. Foodways
    5. Water rights and fish kill
    6. Mining and fracking
    7. Nuclear waste

5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native Americans to build a diverse, just, and equitable society beyond the classroom
    1. Social movements
        1. Red Power Movement
        2. American Indian Movement (AIM)
        3. Land rights and resistance to colonialism
        4. Indians' use of legal institutions
        5. Indian citizenship and conflict between tribes and State
        6. Women's rights movements, including awareness of murdered and missing indigenous women
        7. Native American grave protection and repatriation policies
        8. Casino issues and policies
        9. Declaration on the Rights of Indigenous Peoples (DRIP) (UN 2007)
        10. Protection of Sacred Sites movements
        11. Geographical/regional land resources and movements, e.g., Mauna Kea protests
    2. Local social movement organizations
        1. History
        2. National level
        3. Local level
        4. Major contemporary issues
    3. Native American Studies as an academic discipline and activism

Methods of Instruction:

1. Lecture
2. Discussion - Lead class discussions or post online discussion boards that will help students employ ethnic studies frameworks to the concepts of race, ethnicity, power, resistance, and decoloniality. This should also model good questioning techniques for students to advance their knowledge about course topics. Create

student-led discussion leadership to take place in class to provide an opportunity both to work with others and to encourage long-term retention of the material.

3. Audio-visual Activity - Play video clips, films, and music in class as either: 1) a means of providing historical context; or 2) examples of Native American studies arguments about immigration, migration, ethnicity, intersectionality, healing, and/or resistance and develop class exercises around analyzing these media from an Native American studies perspective.

4. Guest Lecturers - Invite local guest lecturers to class in order to present on issues of social justice, intersectionality, colonization, decoloniality, social movements, and collective cultural memory which will encourage independent and rational discussion of ideas central to Native American studies

5. Student Presentations - Research project presentation

Typical Assignments

A. Reading:
    1. Weekly readings of assigned sections of the textbook
    2. Weekly readings of relevant research articles
B. Writing:
    1. Response paper
        1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Native Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective A for identifying major concepts.
        2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of Native Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.
C. Project:
    1. Library Research Project
        1. Critically review one of the major issues facing Native American communities. Discuss how the issue is relevant to current and structural issues such as communal, national, international, and transnationalism, immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.
    2. Interview project
        1. Interview a family member and critically compare their lived experiences with the typical life course of a person from Native American communities to identify structural inequality. Write a paper based on the interview. Conversely, by shifting the focus of the interview, the assignment can also be useful in applying theory and knowledge produced by Native American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.
    3. Evaluate Active Engagement with Community
        1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by contacting and researching a local organization serving Native American communities. Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to

one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.
4. Student presentation of student project

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Biweekly
C. Research Projects
    1. At the end of semester
D. Papers
    1. Monthly
E. Oral Presentation
    1. At the end of semester
F. Class Participation
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Identify major concepts and theories of ethnic studies.
B. Apply standpoints of Native American communities to describe their lived experiences and struggles.
C. Critically analyze the intersection of race and ethnicity with other forms of social differences in Native American communities.
D. Evaluate active engagement with anti-racist and anti-colonial social justice movements in Native American communities.
E. Produce a document that analyzes the lived experiences and struggles of Native American communities by applying major theories and concepts of ethnic studies.

Textbooks (Typical):

Textbook:
1. Devon A. Mihesuah *So You Want to Write About American Indians? A Guide for Writers, Students, and Scholars*. 1st ed., University of Nebraska Press, 2005.
2. Elizabeth Cook-Lynn *A Separate Country: Postcoloniality and American Indian Nations*. 1st ed., Texas Tech University Press, 2011.
3. K Todrys *Black Snake*. 1st ed., University of Nebraska, 2021.
4. C Kidwell *Native American Studies*. 1st ed., Edinburgh University Press, 2019.
5. M Rizzo-Martinez *We Are Not Animals*. 1st ed., University of Nebraska, 2022.
6. B Hokowhitu *Handbook of Critical Indigenous Studies*. 1st ed., Routledge, 2021.
7. Roger Nichols *American Indians in U.S. History*. 2nd ed., University of Oklahoma Press, 2014.
8. Cutcha Risling Baldy *We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies*. 1st ed., University of Washington Press, 2018.
9. Frederick Hoxie *The Oxford Handbook of American Indian History*. 2nd ed., University of Oxford Press, 2021.

10. Kaitlin Reed *Settler Cannabis: From Gold Rush to Green Rush in Indigenous Northern California.* 1st ed., University of Washington Press, 2023.
11. Charles Wilkinson *Treaty Justice: The Northwest Tribes, the Boldt Decision, and the Recognition of Fishing Rights.* 1st ed., University of Washington Press, 2024.
12. Joanne Barker *Native Acts: Law, Recognition, and Cultural Authenticity.* 1st ed., Duke University Press, 2011.
13. Roxanne Dunbar-Ortiz *An Indigenous Peoples' History of the United States.* 2nd ed., Beacon, 2014.

Other Materials Required of Students

Equity Based Curriculum

- Measurable Objectives
  Address
  Measurable objectives reflect an explicit and inclusive focus on understanding the experiences of Native Americans.
- Course Content
  Address
  The course content reflects careful consideration of the experiences of Native Americans.
- Typical Texts
  Address
  Appropriate texts are selected for their specific emphases on the experiences of Native Americans.

Requisite Skills

DE Proposal

Delivery Methods
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

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

Offering the course in the distance education format (DE) increases flexibility and versatility in order to meet the needs of our students.

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

The decision was made through discussions at faculty meetings.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Weekly

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: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Monthly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **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: Triweekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Biweekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Triweekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000637311

CB03: TOP Code

220300 - Ethnic Studies

CIP Code

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

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

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

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

Las Positas College

Course Deactivation: KIN ETD1 - Eskrima - Tenio DeCuerdas 1

> **Course Deactivation: KIN ETD1 - Eskrima - Tenio DeCuerdas 1 (Launched - Implemented 08-29-2025)**
> compared with
> **KIN ETD1 - Eskrima - Tenio DeCuerdas 1 (Active - Implemented 08-15-2020)**

Admin Outline for Kinesiology ETD1 Eskrima - Tenio DeCuerdas 1

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN ETD1 - Eskrima - Tenio DeCuerdas 1
1.00 Units

An introductory course of the Filipino martial art system of Tenio DeCuerdas Eskrima: a complete system incorporating the use of various weapons and empty-hand techniques. The course will focus on history of the system, basic movement and striking, beginning hand movements, beginning use of daga, and how to receive beginning techniques safely.

1 Units Lab

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Explain the history and the development of system.
   B. Display proper martial arts etiquette
   C. Perform beginning receiving techniques
   D. Demonstrate proper warm-ups and stretching
   E. Perform parrying and sweeping
   F. Perform basic evasions with pivoting
   G. Perform proper feeding and introductory heaven and earth drills
   H. Explain different styles of Filipino martial arts

Course Content:

Methods of Instruction:

   1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
   2. Demonstration - techniques and drills
   3. Individualized Instruction
   4. Application of techniques, concepts, and drills
   5. Partner and individual practice

Typical Assignments

   A. Other:
       1. Participate in warm-ups
       2. Perform low level receiving techniques
       3. Participate in drills and techniques
       4. Demonstrate evation against a daga

Methods of Evaluating Student Progress

   A. Class Participation
       1. daily
   B. Class Performance
       1. daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Upon completion of KIN ETD1, the student should be able to perform beginning-level daga defenses.
   B. Upon completion of KIN ETD1, the student should be able to perform beginning-level footwork.
   C. Upon completion of KIN ETD1, the student should be able to perform beginning-level striking.

Textbooks (Typical):

Textbook:
   1. Andrew Obon *Balintawak Arnis: Volume 1 Basics, Principle and Values.* 1st ed., APO-Balintawak Self Defense, Inc., 2018.

2. *The Filipino Martial Arts as taught by Dan Inosanto.* 1st ed., Know Now Publishing Company, 1980.
3. Peter A.H. Lewis *Filipino Martial Arts: Exploring the Depths.* 1st ed., Crowood Press, 2016.
4. Rene Latosa, Bill Newman *Escrima: The Art of Filipino Stick Fighting: An Essential Guide to FIGHTING with WEAPONS.* 1st ed., Rising Sun Books, 2017.

Other Materials Required of Students

 Other Materials Required of Students:
1. Wooden or metal training knife..

Equity Based Curriculum

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology program are not prolonging their academic career due to an emergency beyond their control.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, my supervisor, and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: At least 2 per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 5 per semester

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least 2 per semester
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 2 per semester

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2 synchronous meetings per week
- **Other:**
  Frequency: 2 per semester

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612123

CB03: TOP Code
083500 - Physical Education

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning

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

Course Deactivation: KIN ETD2 - Eskrima - Tenio DeCuerdas 2

Course Deactivation: KIN ETD2 - Eskrima - Tenio DeCuerdas 2 (Launched - Implemented 08-29-2025)
compared with
KIN ETD2 - Eskrima - Tenio DeCuerdas 2 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology ETD2 Eskrima - Tenio DeCuerdas 2
Effective: Fall
~~2020~~ 2026

Catalog Description:

KIN ETD2 - Eskrima - Tenio DeCuerdas 2
1.00 Units

A second semester course of the Filipino martial art system of Tenio DeCuerdas Eskrima. The course will focus on the history of the head of the system, elementary striking, footwork, and daga techniques, and how to receive elementary techniques safely.

1 Units Lab

Recommended Course Preparation: KIN ETD1 with a minimum grade of C

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Explain the history of the current head, and masters, of the systems
   B. Demonstrate elementary level receiving techniques
   C. Perform elementary boxing combinations and striking defenses
   D. Perform elementary footwork with walking
   E. Perform elementary heaven and earth defenses
   F. Discuss the use of rhythms and beats in self defense

Course Content:

1. History
     1. Headmaster
     2. Master instructors
2. Receiving techniques
     1. Elementary falls
3. Hands
     1. Elementary striking
          1. Combinations
     2. Elementary defenses
          1. Striking
4. Legs
     1. Elementary footwork
          1. Walking
5. Daga
     1. Elementary defenses
          1. Heaven
          2. Earth
6. Martial concepts
     1. Rhythms and beats

Methods of Instruction:

1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
2. Demonstration - techniques and drills
3. Individualized Instruction -
4. Application of techniques, concepts, and drills
5. Partner and individual practice

Typical Assignments

A. Other:
     1. Participate in warm-ups
     2. Perform elementary receiving techniques
     3. Participate in drills and technique
     4. Demonstrate a parry against a daga

Methods of Evaluating Student Progress

A. Class Participation
　　1. daily
B. Class Performance
　　1. daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of KIN ETD2, the student should be able to perform elementary-level daga defenses.
B. Upon completion of KIN ETD2, the student should be able to perform elementary-level footwork.
C. Upon completion of KIN ETD2, the student should be able to perform elementary-level striking.

Textbooks (Typical):

Textbook:
1. Peter A.H. Lewis *Filipino Martial Arts: Exploring the Depths.* 1st ed., Crowood Press, 2016.
2. Dan Inosanto *The Filipino Martial Arts as taught by Dan Inosanto.* 1st ed., Know Now Publishing Company, 1980.
3. Rene Latosa, Bill Newman *Escrima: The Art of Filipino Stick Fighting: An Essential Guide to FIGHTING with WEAPONS.* 1st ed., Rising Sun Books, 2017.
4. Andrew Obon *Balintawak Arnis: Volume 1 Basics, Principle and Values.* 1st ed., APO-Balintawak Self Defense, Inc., 2018.

Other Materials Required of Students

Other Materials Required of Students:
1. Wooden or metal training knife..

Equity Based Curriculum

Requisite Skills

Before entering this course, it is recommended that a student be able to:
A. KIN ETD1
　　1. Display proper martial arts etiquette
　　2. Perform beginning receiving techniques
　　3. Demonstrate proper warm-ups and stretching
　　4. Perform parrying and sweeping
　　5. Perform basic evasions with pivoting
　　6. Perform proper feeding and introductory heaven and earth drills

DE Proposal

Delivery Methods
- **Emergency Fully Online (EFO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology program are not prolonging their academic career due to an emergency beyond their control.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, my supervisor, and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: At least 2 per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 5 per semester

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least 2 per semester
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 2 per semester

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2 synchronous meetings per week
- **Other:**

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612219

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Course Deactivation: KIN ETD3 - Eskrima - Tenio DeCuerdas 3

Course Deactivation: KIN ETD3 - Eskrima - Tenio DeCuerdas 3 (Launched - Implemented 08-29-2025)

compared with

KIN ETD3 - Eskrima - Tenio DeCuerdas 3 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology ETD3 Eskrima - Tenio DeCuerdas 3

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN ETD3 - Eskrima - Tenio DeCuerdas 3
1.00 Units

A third semester course of the Filipino martial art system of Tenio DeCuerdas Eskrima. The course will focus on intermediate footwork, open-hand , and daga techniques, and how to receive intermediate techniques safely.

0 Units Lecture 1 Units Lab

Recommended Course Preparation: KIN ETD2 with a minimum grade of C

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Demonstrate elementary level receiving techniques
   B. Perform intermediate open-hand techniques and drills employing boxing while walking and numerado defenses
   C. Perform intermediate footwork employing the j-step
   D. Perform intermediate heaven and earth defenses
   E. Discuss the use of sectoring

Course Content:

Lab:
Lecture:
   1. Receiving techniques
            1. Intermediate falls
   2. Hands
            1. Intermediate striking
                    1. Boxing while walking
            2. Intermediate defenses
                    1. Numerado
   3. Legs
            1. Intermediate footwork
                    1. J-step
   4. Daga
            1. Intermediate defenses
                    1. Heaven
                    2. Earth
   5. Martial concepts
            1. Sectoring

Methods of Instruction:

   1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
   2. Demonstration - techniques and drills
   3. Individualized Instruction
   4. Application of techniques, concepts, and drills
   5. Partner and individual practice

Typical Assignments

   A. Other:
            1. Lead warm-ups
            2. Demonstrate beginning receiving techniques to the rest of the class
            3. Participate in intermediate drills
            4. Perform a defense using intermediate open-hand techniquies

Methods of Evaluating Student Progress

A. Class Participation
   1. daily
B. Class Performance
   1. daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Upon completion of KIN ETD3 a student should be able to perform intermediate-level striking.
   B. Upon completion of KIN ETD3, the student should be able to perform intermediate-level daga defenses.
   C. Upon completion of KIN ETD3, the student should be able to perform intermediate-level footwork.

Textbooks (Typical):

Textbook:
   1. Peter A.H. Lewis *Filipino Martial Arts: Exploring the Depths.* 1st ed., Crowood Press, 2016.
   2. *The Filipino Martial Arts as taught by Dan Inosanto.* 1st ed., Know Now Publishing Company, 1980.
   3. Rene Latosa, Bill Newman *Escrima: The Art of Filipino Stick Fighting: An Essential Guide to FIGHTING with WEAPONS.* 1st ed., Rising Sun Books, 2017.
   4. Andrew Obon *Balintawak Arnis: Volume 1 Basics, Principle and Values.* 1st ed., APO-Balintawak Self Defense, Inc., 2018.

Other Materials Required of Students

Other Materials Required of Students:
   1. Wooden or metal training knife..

Equity Based Curriculum

Requisite Skills

Before entering this course, it is recommended that a student be able to:
   A. KIN ETD2
      1. Demonstrate elementary level receiving techniques
      2. Perform elementary boxing combinations and striking defenses
      3. Perform elementary footwork with walking
      4. Perform elementary heaven and earth defenses

DE Proposal

Delivery Methods
   - **Fully Online (FO)**

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology program are not prolonging their academic career due to an emergency beyond their control.

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

The decision was made after discussion with colleagues, my supervisor, and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: At least 2 per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 5 per semester

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least 2 per semester
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 2 per semester

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2 synchronous meetings per week
- **Other:**
  Frequency: 2 per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612220

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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
C O L L E G E

Course Deactivation: KIN ETD4 - Eskrima - Tenio DeCuerdas 4

> **Course Deactivation: KIN ETD4 - Eskrima - Tenio DeCuerdas 4 (Launched - Implemented 08-29-2025)**
>
> compared with
>
> **KIN ETD4 - Eskrima - Tenio DeCuerdas 4 (Active - Implemented 08-15-2020)**

Admin Outline for Kinesiology ETD4 Eskrima - Tenio DeCuerdas 4

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN ETD4 - Eskrima - Tenio DeCuerdas 4
1.00 Units

A fourth semester course of the Filipino martial art system of Tenio DeCuerdas Eskrima. The course will focus on advanced striking, footwork, and daga techniques, and how to receive advanced techniques safely.

0 Units Lecture 1 Units Lab

Recommended Course Preparation: KIN ETD3 with a minimum grade of C

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Demonstrate countering techniques
   B. Perform advanced open-hand techniques and drills employing boxing with a daga and trapping
   C. Perform advanced footwork employing leg evasions
   D. Perform advanced level heaven and earth techniques
   E. Discuss the concept of the third arm

Course Content:

Lab:
Lecture:
   1. Receiving techniques
         1. Countering
   2. Hands
         1. Avanced striking
               1. Boxing with a daga
         2. Advanced defenses
               1. Trapping
   3. Legs
         1. Advanced footwork
               1. Leg evasions
   4. Daga
         1. Advanced defenses
               1. Heaven
               2. Earth
   5. Martial concepts
         1. The third arm

Methods of Instruction:

   1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
   2. Demonstration - techniques and drills
   3. Individualized Instruction
   4. Application of techniques, concepts, and drills
   5. Partner and individual practice

Typical Assignments

   A. Other:
         1. Lead warm-ups
         2. Demonstrate intermediate receiving techniques to the rest of the class
         3. Participate in advanced drills
         4. Perform a defense using trapping

Methods of Evaluating Student Progress

A. Class Participation
1. daily
B. Class Performance
1. daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of KIN ETD4, the student should be able to perform advanced-level daga defenses.
B. Upon completion of KIN ETD4, the student should be able to perform advanced-level footwork.
C. Upon completion of KIN ETD4, the student should be able to perform advanced-level striking.

Textbooks (Typical):

Textbook:
1. *The Filipino Martial Arts as taught by Dan Inosanto.* 1st ed., Know Now Publishing Company, 1980.
2. Peter A.H. Lewis *Filipino Martial Arts: Exploring the Depths.* 1st ed., Crowood Press, 2016.
3. Rene Latosa, Bill Newman *Escrima: The Art of Filipino Stick Fighting: An Essential Guide to FIGHTING with WEAPONS.* 1st ed., Rising Sun Books, 2017.
4. Andrew Obon *Balintawak Arnis: Volume 1 Basics, Principle and Values.* 1st ed., Tuttle Publishing, 2018.

Other Materials Required of Students

Other Materials Required of Students:
1. Wooden or metal training knife..

Equity Based Curriculum

Requisite Skills

Before entering this course, it is recommended that a student be able to:
A. KIN ETD3
1. Demonstrate elementary level receiving techniques
2. Perform intermediate open-hand techniques and drills employing boxing while walking and numerado defenses
3. Perform intermediate footwork employing the j-step
4. Perform intermediate heaven and earth defenses

DE Proposal

Delivery Methods
- **Fully Online (FO)**

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology program are not prolonging their academic career due to an emergency beyond their control.

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

The decision was made after discussion with colleagues, my supervisor, and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: At least 2 per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 5 per semester

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least 2 per semester
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 2 per semester

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2 synchronous meetings per week
- **Other:**
  Frequency: 2 per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612221

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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
C O L L E G E

Course Deactivation: KIN JDR1 - Jujutsu - Danzan Ryu 1

Course Deactivation: KIN JDR1 - Jujutsu - Danzan Ryu 1 (Launched - Implemented 08-29-2025)

compared with

KIN JDR1 - Jujutsu - Danzan Ryu 1 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology JDR1
Jujutsu - Danzan Ryu 1

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN JDR1 - Jujutsu - Danzan Ryu 1
1.00 Units

An introductory course of the martial art system of Danzan Ryu Jujutsu: a hybrid of Japanese Jujitsu, Judo, and Kenpo, and the Hawaiian art of Lua. Techniques are not strength based and primarily involve the use of joint and nerve manipulation, precision striking, and throwing to subdue an attacker. This course will focus on history of the system and founder, basic movement, escapes, trip throws, strikes, and how to receive techniques safely.

0 Units Lecture 1 Units Lab

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
    A. Explain the history and development of Danzan Ryu Jujitsu.
    B. Demonstrate proper warm-ups and stretching.
    C. Demonstrate proper dojo etiquette.
    D. Discuss the use of a kiai.
    E. Perform beginning level ukemi.
    F. Demonstrate escapes from Yawara board.
    G. Demonstrate trip throws from the Nage no Kata board.
    H. Demonstrate various strikes.
    I. Differentiate between different martial art categories.

Course Content:

Lab:
Lecture:
    1. History
            1. Founder
            2. System
    2. Dojo etiquette
    3. Warm-ups and stretching
    4. Internal energy work and proper breathing
            1. Kiai
    5. Ukemi
            1. Beginning rolls and falls
    6. Yawara
            1. Beginning escapes/releases
    7. Nage no Kata
            1. Beginning level trip throws
    8. Atemi
            1. Beginning strikes
    9. Martial concepts and principles
            1. Minimum effort for maximum effect
            2. Unitized body movement
            3. Martial art categories
                    1. Sport
                    2. Combat
                    3. Self-defense

Methods of Instruction:

    1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
    2. Individualized Instruction
    3. Demonstration - techniques and drills
    4. Partner and individual practice
    5. Application of techniques, concepts, and drills

Typical Assignments

A. Other:
    1. Participate in warm-ups
    2. Participate in ukemi practice
    3. Participate in drills and techniques
    4. Keep a notebook with descriptions on how to perform techniques and drills

Methods of Evaluating Student Progress

A. Class Participation
    1. Daily
B. Class Performance
    1. Daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of KIN JDR1, a student should be able to perform beginning-level ukemi.
B. Upon completion of KIN JDR1, the student should be able to perform beginning-level trip throws.
C. Upon completion of KIN JDR1, the student should be able to use beginning-level escapes.

Textbooks (Typical):

Textbook:
1. Donn F Draeger, Tadao Otaki *Judo Formal Techniques: A Basic Guide to Throwing and Grappling.* Reprint ed., Tuttle Publishing, 2019.
2. Toshiro Daigo *Kodokan Judo Throwing Techniques.* 1st ed., Kodansha International, 2016.
3. Andy Burns, Mike Callan *Strength and Conditioning for Judo.* 1st ed., Crowood Press, 2017.
4. Mark E. Roosa *The Teaching of Judo: An Instructor's Handbook.* 1st ed., Wheatmark, Inc., 2016.

Other Materials Required of Students

Other Materials Required of Students:
1. A Judo or heavyweight Karate uniform..

Equity Based Curriculum

Requisite Skills

DE Proposal

Delivery Methods
- **Fully Online (FO)**

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology program are not prolonging their academic career due to an emergency beyond their control.

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

The decision was made following discussion with colleagues, my supervisor, and after hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: At least 2 per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 5 per semester.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least 2 per semester.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 2 per semester.

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2 synchronous meetings per week.
- **Other:**
  Frequency: 2 per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612230

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

Course Deactivation: KIN JDR2 - Jujutsu - Danzan Ryu 2

Course Deactivation: KIN JDR2 - Jujutsu - Danzan Ryu 2 (Launched - Implemented 08-29-2025)
compared with
KIN JDR2 - Jujutsu - Danzan Ryu 2 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology JDR2
Jujutsu - Danzan Ryu 2
Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN JDR2 - Jujutsu - Danzan Ryu 2
1.00 Units

A second semester course of the martial art system of Danzan Ryu Jujutsu. This course will focus on history of techniques and the successor, ukemi, holds, trip throws, sweep throws, and how to receive techniques safely.
0 Units Lecture 1 Units Lab

Recommended Course Preparation: KIN JDR1 with a minimum grade of C

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Explain the successorship of the system and the history and development of techniques

B. Discuss the use of meditation.
C. Perform elementary ukemi.
D. Demonstrate elementary escapes and beginning holds/controls from the Yawara board.
E. Demonstrate elementary trip throws and beginning sweep throws from the Nage no Kata board.
F. Perform beginning striking combinations.
G. Discuss and apply concepts and principles of strikes.

Course Content:

Lab:
Lecture:
1. History
   1. Successor of the system
   2. Techniques
2. Internal energy work and proper breathing
   1. Meditation
3. Ukemi
   1. Elementary rolls and falls
4. Yawara
   1. Elementary escapes
   2. Beginning holds/controls
5. Nage
   1. Elementary trip throws
   2. Beginning sweep throws
6. Atemi
   1. Beginning striking combinations
7. Martial concepts and principles of strikes
   1. Economy of motion
   2. Point of origin

Methods of Instruction:

1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
2. Individualized Instruction
3. Demonstration - techniques and drills
4. Partner and individual practice
5. Application of techniques, concepts, and drills

Typical Assignments

A. Other:
   1. Participate in warm-ups
   2. Participate in intermediate ukemi practice
   3. Participate in drills and techniques

Methods of Evaluating Student Progress

A. Class Participation
    1. daily
B. Class Performance
    1. daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Upon completion of KIN JDR2, the student should be able to perform beginning-level holds/controls.
   B. Upon completion of KIN JDR2, the student should be able to perform beginning-level sweep throws.
   C. Upon completion of KIN JDR2, the student should be able to perform elementary-level ukemi.

Textbooks (Typical):

Textbook:
   1. Donn F Draeger, Tadao Otaki *Judo Formal Techniques: A Basic Guide to Throwing and Grappling.* Reprint ed., Tuttle Publishing, 2019.
   2. Andy Burns, Mike Callan *Strength and Conditioning for Judo.* 1st ed., Crowood Press, 2017.
   3. Toshiro Daigo *Kodokan Judo Throwing Techniques.* 1st ed., Kodansha International, 2016.
   4. Mark E. Roosa *The Teaching of Judo: An Instructor's Handbook.* 1st ed., Wheatmark, Inc., 2016.

Other Materials Required of Students

Other Materials Required of Students:
   1. A Judo or heavyweight Karate uniform..

Equity Based Curriculum

Requisite Skills

Before entering this course, it is recommended that a student be able to:
   A. KIN JDR1
        1. Demonstrate proper warm-ups and stretching.
        2. Demonstrate proper dojo etiquette.
        3. Perform beginning level ukemi.
        4. Demonstrate escapes from Yawara board.
        5. Demonstrate trip throws from the Nage no Kata board.
        6. Demonstrate various strikes.

DE Proposal

Delivery Methods
   - **Fully Online (FO)**

Rationale for DE
Explain why this course should be offered in Distance Education mode.
In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology program are not prolonging their academic career due to an

emergency beyond their control.

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

The decision was made following discussion with colleagues, my supervisor, and after hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: At least 2 per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 5 per semester.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least 2 per semester.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 2 per semester.

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2 synchronous meetings per week.
- **Other:**
  Frequency: 2 per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612231

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

Course Deactivation: KIN JDR3 - Jujutsu - Danzan Ryu 3

Course Deactivation: KIN JDR3 - Jujutsu - Danzan Ryu 3 (Launched - Implemented 08-29-2025)

compared with

KIN JDR3 - Jujutsu - Danzan Ryu 3 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology JDR3 Jujutsu - Danzan Ryu 3

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN JDR3 - Jujutsu - Danzan Ryu 3
1.00 Units

A third semester course of the martial art system of Danzan Ryu Jujutsu. This course will focus on ukemi, escapes, locks, sweep throws, reap throws, hip throws, pins, striking combinations, and how to receive techniques safely.

0 Units Lecture 1 Units Lab

Recommended Course Preparation: KIN JDR2 with a minimum grade of C

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Explain the history and development of techniques and organizations.
  B. Discuss the use of chi gong.
  C. Perform intermediate ukemi.
  D. Demonstrate intermediate escapes and elementary holds/controls from the Yawara board.
  E. Demonstrate intermediate sweep throws and beginning reap and hip throws from the Nage no Kata board.
  F. Demonstrate beginning pins/hold downs from the Shime no Kata board.
  G. Demonstrate various elementary striking combinations.
  H. Discuss and apply the concepts and princples of throwing.

Course Content:

Lab:
Lecture:
  1. History
        1. Techniques
        2. Organizations
  2. Internal energy work and proper breathing
        1. Chi gong
  3. Ukemi
        1. Intermediate falls
  4. Yawara
        1. Intermediate escapes
        2. Elementary holds/controls
  5. Nage no Kata
        1. Intermediate sweep throws
        2. Beginning reap throws
        3. Beginning hip throws
  6. Shime no Kata
        1. Beginning pins/hold-downs
  7. Atemi
        1. Elementary striking combinations
  8. Martial concepts and principles of throws
        1. Tsukuri
        2. Kazushi
        3. Kake

Methods of Instruction:

  1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
  2. Individualized Instruction
  3. Demonstration - techniques and drills
  4. Partner and individual practice
  5. Application of techniques, concepts, and drills

Typical Assignments

A. Other:
   1. Lead warm-ups
   2. Perform ukemi
   3. Participate in drills and techniques
   4. Demonstrate techniques and drills to beginners

Methods of Evaluating Student Progress

A. Class Participation
   1. daily
B. Class Performance
   1. daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Upon completion of KIN JDR3, the student should be able to perform beginning pins/hold-downs.
   B. Upon completion of KIN JDR3, the student should be able to perform beginning-level reap throws.
   C. Upon completion of KIN JDR3, the student should be able to perform intermediate-level ukemi.

Textbooks (Typical):

Textbook:
   1. Donn F Draeger, Tadao Otaki *Judo Formal Techniques: A Basic Guide to Throwing and Grappling.* Reprint ed., Tuttle Publishing, 2019.
   2. Andy Burns, Mike Callan *Strength and Conditioning for Judo.* 1st ed., Crowood Press, 2017.
   3. Toshiro Daigo *Kodokan Judo Throwing Techniques.* 1st ed., Kodansha International, 2016.
   4. Mark E. Roosa *The Teaching of Judo: An Instructor's Handbook.* 1st ed., Wheatmark, Inc., 2016.

Other Materials Required of Students

Other Materials Required of Students:
   1. A Judo or heavyweight Karate uniform..

Equity Based Curriculum

Requisite Skills

Before entering this course, it is recommended that a student be able to:
   A. KIN JDR2
      1. Perform elementary ukemi.
      2. Demonstrate elementary escapes and beginning holds/controls from the Yawara board.
      3. Demonstrate elementary trip throws and beginning sweep throws from the Nage no Kata board.
      4. Perform beginning striking combinations.

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology program are not prolonging their academic career due to an emergency beyond their control.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made following discussion with colleagues, my supervisor, and after hearing from students.

Accessibility all materials must be accessible to students with disabilities

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- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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.
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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: At least 2 per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
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Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least 2 per semester.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: 2 per semester.

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2 synchronous meetings per week.
- **Other:**
  Frequency: 2 per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612232

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

   Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS
COLLEGE

Course Deactivation: KIN JDR4 - Jujutsu - Danzan Ryu 4

Course Deactivation: KIN JDR4 - Jujutsu - Danzan Ryu 4 (Launched - Implemented 08-29-2025)

compared with

KIN JDR4 - Jujutsu - Danzan Ryu 4 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology JDR4
Jujutsu - Danzan Ryu 4

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN JDR4 - Jujutsu - Danzan Ryu 4
1.00 Units

A fourth semester course of the martial art system of Danzan Ryu Jujutsu. This course will focus on ukemi, escapes, locks, hip throws, drop throws, and how to receive techniques safely.

0 Units Lecture 1 Units Lab

Recommended Course Preparation: KIN JDR3 with a minimum grade of C

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Perform intermediate/advanced ukemi.
   B. Demonstrate intermediate/advanced escapes and intermediate holds/controls from the Yawara board.
   C. Demonstrate elementary hip and beginning drop throws from the Nage no Kata board.
   D. Demonstrate beginning constrictions from the Shime no Kata board.
   E. Perform intermediate striking combinations.
   F. Discuss and apply concepts and principles of strikes.

Course Content:

Lab:
Lecture:
   1. Ukemi
           1. Intermediate/advanced falls
   2. Yawara
           1. Intermediate/advanced escapes
           2. Intermediate holds/controls
   3. Nage no Kata
           1. Elementary hip throws
           2. Beginning drop throws
           3. Variations
   4. Shime no Kata
           1. Beginning constrictions
   5. Atemi
           1. Intermediate striking combinations
   6. Martial concepts and principles of strikes
           1. Engaging body mass
           2. Fajing

Methods of Instruction:

   1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
   2. Individualized Instruction
   3. Demonstration - techniques and drills
   4. Partner and individual practice
   5. Application of techniques, concepts, and drills

Typical Assignments

   A. Other:
           1. Lead warm-ups
           2. Perform intermediate level ukemi
           3. Demonstrate drills and techniques to beginners
           4. Demonstrate intermediate striking combinations

Methods of Evaluating Student Progress

A. Class Participation
    1. daily
B. Class Performance
    1. daily

Student Learning Outcomes

Textbooks (Typical):

Textbook:
1. Donn F Draeger, Tadao Otaki *Judo Formal Techniques: A Basic Guide to Throwing and Grappling.* Reprint ed., Tuttle Publishing, 2019.
2. Andy Burns, Mike Callan *Strength and Conditioning for Judo.* 1st ed., Crowood Press, 2017.
3. Toshiro Daigo *Kodokan Judo Throwing Techniques.* 1st ed., Kodansha International, 2016.
4. Mark E. Roosa *The Teaching of Judo: An Instructor's Handbook.* 1st ed., Wheatmark, Inc., 2016.

Other Materials Required of Students

Other Materials Required of Students:
1. A Judo or heavyweight Karate uniform..

Equity Based Curriculum

Requisite Skills

Before entering this course, it is recommended that a student be able to:
A. KIN JDR3
    1. Perform intermediate ukemi.
    2. Demonstrate intermediate escapes and elementary holds/controls from the Yawara board.
    3. Demonstrate intermediate sweep throws and beginning reap and hip throws from the Nage no Kata board.
    4. Demonstrate beginning pins/hold downs from the Shime no Kata board.
    5. Demonstrate various elementary striking combinations.
    6. Discuss and apply the concepts and princples of throwing.

DE Proposal

Delivery Methods
- **Fully Online (FO)**

Rationale for DE
Explain why this course should be offered in Distance Education mode.
In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology program are not prolonging their academic career due to an emergency beyond their control.

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

The decision was made following discussion with colleagues, my supervisor, and after after hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: At least 2 per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 5 per semester.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least 2 per semester.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 2 per semester.

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2 synchronous meetings per week.
- **Other:**
  Frequency: 2 per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612233

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

   Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS
COLLEGE

Course Deactivation: MATH 22 - Precalculus & Trigonometry

Course Deactivation: MATH 22 - Precalculus & Trigonometry (Launched - Implemented 09-03-2025)
compared with
MATH 22 - Precalculus & Trigonometry (Active - Implemented 08-15-2025)

Admin Outline for Mathematics 22
Precalculus & Trigonometry
Effective: Fall

~~2025~~ 2026

Catalog Description:

MATH 22 - Precalculus & Trigonometry
6.00 Units

Precalculus and Trigonometric core concepts relating to Science, Technology, Engineering and Mathematics (STEM) and Business fields are explored, such as: polynomial, absolute value, radical, rational, exponential, logarithmic, and trigonometric functions and their graphs; analytic geometry, polar coordinates. Multiple representations, applications and modeling with functions are emphasized throughout.
6 Units Lecture

Prerequisite: Intermediate Algebra or a higher level of mathematics

Course Grading: Letter Grade Only

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Justification for course proposal

MATH 21 and 22 were both created as options for when AB 1705 took effect. The mathematics department has decided to offer MATH 21 and deactivate MATH 22 in light of changes to AB 1705 guidance and the move to a compressed calendar.

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Graph functions and relations in rectangular coordinates and polar coordinates
  B. Synthesize results from the graphs and/or equations of functions and relations
  C. Analyze functions graphically and investigate properties of functions, such as asymptotic behavior, intercepts, and vertices, increasing and decreasing, extreme values, and average rates of change
  D. Explore and apply functions to model real world applications, including applications in science, technology, engineering and mathematics
  E. Apply transformations to the graphs of functions and relations
  F. Recognize the relationship between functions and their inverses graphically and algebraically
  G. Solve and apply equations including rational, linear, polynomial, exponential, absolute value, radical, and logarithmic, and solve linear, nonlinear, and absolute value inequalities
  H. Explore and graph basic conics, such as parabolas, circles, ellipse and hyperbolas
  I. Solve systems of equations and inequalities
  J. Prove trigonometric identities
  K. Identify special triangles and their related angle and side measures
  L. Explore, evaluate, and model situations involving arc length and circular motion
  M. Evaluate the trigonometric function at an angle whose measure is given in degrees and radians
  N. Manipulate and simplify a trigonometric expression
  O. Solve trigonometric equations, triangles, and applications
  P. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs
  Q. Evaluate and graph inverse trigonometric functions
  R. Convert between polar and rectangular coordinates
  S. Calculate powers and roots of complex numbers using DeMoivre's Theorem
  T. Represent a vector (a quantity with magnitude and direction) in the form and ai+bj

Course Content:

Lab:
  A. Sketch functions using a computer program to determine extrema, x-intercepts, and intervals of increase and decrease
  B. Model a real-world STEM application and answer associated questions using rational, linear, polynomial, radical, absolute value, exponential, logarithmic or trigonometric equations
  C. Solve non-linear equations using a computer program to sketch the graphs of each expression using the program to numerically estimate the solution(s)

Lecture:
  1. Functions
       1. Linear
       2. Polynomial
       3. Rational

4. Radical

        5. Exponential

        6. Absolute value

        7. Logarithmic

        8. Trigonometric

        9. Definitions, evaluation, domain and range

 2. Analysis of Functional Behavior

        1. Increasing and decreasing functions

        2. Extreme values

        3. Average rate of change

 3. Modeling and Applications of functions and relations

 4. Inverses of functions

 5. Algebra of functions

 6. Graphs of functions

        1. Asymptotic behavior

        2. Intercepts

        3. Vertices

 7. Transformations of functions

        1. Quadratic

        2. Absolute value

        3. Radical

        4. Rational

        5. Logarithmic

        6. Exponential functions

 8. Equations

        1. Rational

        2. Linear

        3. Radical

        4. Polynomial

        5. Exponential

        6. Trigonometric

        7. Logarithmic

        8. Absolute value

        9. Conics

 9. Linear, nonlinear, and absolute value inequalities

10. Systems of equations and inequalities

11. Characterization of real and complex zeros of polynomials

12. Rectangular coordinates, angles and circular/radian measure

13. Definitions of the six trigonometric functions according to the right triangle, the unit circle, and the rectangular coordinate systems

14. Applications of the right triangle

15. Arc length and circular motion, specifically angular and linear speed

16. Simplification of trigonometric expressions

17. Proofs of trigonometric identities

18. Graphs of trigonometric functions

      1. Period
      2. Amplitude
      3. Phase shift
      4. Asymptotes
19. Inverse trigonometric functions, identities, and graphs
20. Solving Triangles
      1. Law of Sines
      2. Law of Cosines
21. Polar coordinates and equations
22. DeMoivre's Theorem and applications
23. Introduction to vectors

Methods of Instruction:

1. Classroom Activity
2. Lab - Assignments incorporating modeling real-world STEM applications
3. Individualized Instruction
4. Discussion
5. Lecture
6. Any of the following at the discretion of the instructor 1. Individual problem solving 2. Group work 3. Student presentations
7. Reading

Typical Assignments

A. Other:
    1. Homework
        1. Problems from the text should be assigned for each section covered. The number of problems assigned may vary from section to section and from instructor to instructor, but the homework assignments should include a sufficient number and variety of problems to develop both skill and conceptual understanding. A typical assignment should take an average student 1 to 2 hours for each hour in class.
        2. The majority of the problems assigned should be those for which answers are readily available (e.g., online software platform that provides feedback and suggestions), so that students may obtain immediate feedback on their work. 3. Homework assignments may include reading the text. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture, to reinforce important concepts and skills. An instructor may require written work in conjunction with the reading assignments (e.g., have students complete a Q & A sheet related to the assigned reading)
    2. Laboratory
        1. Lab assignments can be used to reinforce fundamental concepts, applications and modeling, or to explore certain concepts in more depth than is possible in a lecture. They may be designated for individual or group work.
        2. Sample lab assignment: Students explore concepts related to quadratic and rational functions, given a function that models a situation solving and interpreting the result.
    3. In-Class

1. Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem solving. Students may be asked to present their results on the board.
2. Sample collaborative learning assignment: To introduce exponential growth and decay, the class breaks into groups of 2 - 3 students complete different tables and graph different exponential growth functions with a base greater than 1; have each group present their tables and graphs using graphing technology. Display group work to the class, discuss what you notice about the graphs (domain, range, y-intercepts, horizontal asymptote, etc.). Repeat this same process with different exponential decay functions with a base between 0 and 1.   This same idea can be repeated for introduction of logarithmic bases.

Methods of Evaluating Student Progress

A. Quizzes
    1. Number of quizzes are at the discretion of the instructor.
B. Class Work
    1. Each day time should be allowed in class for students to apply the concepts being covered
C. Home Work
    1. Daily
D. Lab Activities
    1. Weekly
E. Exams/Tests
    1. Minimum of four examinations plus a comprehensive final exam

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Graph and identify the main features of a precalculus level function without using a graphing utility.
B. Model a precalculus level application.
C. Define trigonometric functions in terms of a right triangle, using coordinates of a point and distance from the origin, and using the unit circle.
D. Solve a multi-step trigonometric equation.
E. Identify magnitude and direction of a vector.

Textbooks (Typical):

Textbook:
1. Robert F Blitzer *Algebra and Trigonometry.* 7th ed., Pearson, 2022.
2. Michael Sullivan *Algebra and Trigonometry.* 12th ed., Pearson, 2025.
3. Julie Miller, Donna Gerken *College Algebra and Trigonometry.* 2nd ed., McGraw Hill, 2023.

Other Materials Required of Students

Other Materials Required of Students:
1. A scientific or graphing calculator may be required to complete labs..

Equity Based Curriculum

- Course Content

  Address

  Each of the topics includes a look at applications to the real world. It is an important component of this course that students understand how the material matters to them in their daily life, career and industry, as well as how it will be used in their future studies. We will have opportunities to celebrate the diversity of mathematicians and scientists, in ethnicity, gender identification, and age in this course.

- Methods of Instruction

  Address

  We deliver the material in a variety of ways in order to accommodate a range of different learning styles. This course can be offered in-person, online, or in the Emporium mode. Students will learn the material through lecture, interactive assignments, and individually.

- Assignments

  Address

  Assignments will include real-world problems so students can see how the material relates to their personal lives and links to career and industry.

- Methods of Evaluation

  Address

  There will be a mix of ways for students to receive feedback on their understanding of the material, including homework, class work, quizzes, lab activities and exams. That way students will have multiple opportunities for feedback and assessment.

- Typical Texts

  Address

  Free, open-source course materials are being developed and should be available for future offerings of this course.

- Other Materials Required of Students

  Address

  Free graphing calculators are provided through the library.

- Library

  Address

  Free graphing calculators are provided through the library.

Requisite Skills

DE Proposal

Delivery Methods
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

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

Reasons include accessibility for students, to have more options than just traditional lecture (face-to-face), and to include in the OEI.

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

At a recent math department meeting, we discussed the need to have more courses as part of the OEI. Classroom availability is limited and with the increase of FTEF towards higher-level math courses, we need to have an increased number of sections.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: at the instructors discretion
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: at least one per module
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: feedback on all assignments and exams
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: at least one per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: at instructor's discretion
- **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: as need for exams

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency: at instructor's discretion

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: at least one per week

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: at least one per week
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: minimum of four examinations plus a comprehensive final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: as needed as part of lecture

Codes and Dates

Course CB Codes

CB00: State ID

CCC000645727

CB03: TOP Code

170100 - Mathematics, General

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

Y - Credit Course

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

A - One level below transfer

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 N - Course is not an upper division course

Course Deactivation: MUS 17B - Jazz Combo 2

Course Deactivation: MUS 17B - Jazz Combo 2 (Launched - Implemented 09-02-2025)
compared with
MUS 17B - Jazz Combo 2 (Active - Implemented 08-15-2021)

Admin Outline for Music 17B
Jazz Combo 2
Effective: Fall
~~2021~~ 2026

Catalog Description:

MUS 17B - Jazz Combo 2
1.00 Units

For intermediate/advanced instrumentalists who want to continue what they learned in 17A by performing, composing, and arranging small-group literature.

0 Units Lecture 1 Units Lab

Prerequisite: MUS 17A with a minimum grade of C, **Enrollment Limitation:** .

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

The music department no longer offers this course and sees no need to in the future.

Discipline:

Music

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Illustrate continued improvement in performing, composing, and arranging jazz literature
   B. Exhibit observable leadership skills and behaviors to increase the success of ensemble performance
   C. Compose and arrange original jazz literature
   D. Compile effective setlists, and perform as a cohesive unit
   E. Play or sing with the articulation, dynamics, phrasing, and expression as directed
   F. Perform improvised solos as applicable
   G. Demonstrate appropriate blend and balance within the ensemble and/or the section
   H. Memorize performance repertoire as directed
   I. Play or sing in time with section and ensemble as directed

Course Content:

Lab:
Lecture:
   1. Illustrate facility and technique in performing jazz literature Precise reading of rhythm
        1. Execute scales and common jazz modes such as Dorian, Mixolydian, Lydian, Locrian, etc
        2. Perform using idiomatic jazz techniques such as blue notes, turns, and syncopation
        3. Transcribe and perform solos of jazz masters such as Miles Davis, Dizzy Gillespie, Charlie Parker, etc
        4. Following the conductor as applicable
        5. Intonation
        6. Correct reading and production of pitches
        7. Tuning pitches and harmonies as a section
        8. Tuning of pitches and harmonies as an ensemble
        9. Articulation
        10. Phrasing
        11. Blend and balance
        12. Correct readings of markings
        13. Following the conductor's gestures as applicable
        14. Agreement as a section
        15. Agreement as an ensemble
   2. Compose and arrange for the combo
        1. Correct notations
        2. Appropriate styles
        3. Use of improvisation
        4. Hits, Interludes, Tags, Backgrounds
        5. Ensemble specific performance practices
             1. Play jazz literature in a Fast Bossa Nova style
             2. Play jazz literature in a Medium Funk style
             3. Improvised solos as applicable
             4. Memorization of performance repertoire as directed
             5. Blend and Balance as an ensemble
        6. Correct tone, volume, and timbre as appropriate to ensemble
   3. Professional standard of conduct
        1. Demonstrate musical preparedness in rehearsal and performances
        2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Methods of Instruction:

1. Student Presentations
2. Classroom Activity -
3. Individualized Instruction
4. Observation
5. Audio-visual Activity
6. Demonstration
7. Outside practice

Typical Assignments

A. Other:
   1. Improvisation:
      1. Transcribe a solo by Miles Davis. Isolate several passages. Learn it in all keys and then incorporate it into your own improvisation.
   2. Arranging:
      1. Choose a modern jazz standard and arrange it for the combo. The arrangement should reflect an understanding of appropriate and professional orchestration, voicings, transpositions, and formal concepts.
   3. Composition:
      1. Compose a 10-15 minute advanced piece for the combo and lead the rehearsal by pointing out key elements like form, structure, improvised sections, etc.
   4. Performance:
      1. Organize a performance in the community, and lead the group through the setlist displaying a high level of professionalism.

Methods of Evaluating Student Progress

A. Projects
   1. At least one per semester.
B. Class Participation
   1. Weekly.
C. Home Work
   1. Weekly.
D. Class Performance
   1. Weekly.
E. Final Public Performance
   1. One per semester.
F. Practice - daily, using practice logs as proof

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of MUS 17B, students will demonstrate intermediate/advanced knowledge of jazz repertoire through performance and practice.

B. Upon completion of MUS 17B, the student should apply knowledge of jazz practices to their unique improvisations.

C. Upon completion of MUS 17B, the student should develop a mastery of improvisation through study, transcription, and trial and error.

D. Upon completion of MUS 17B, students will be able to analyze, interpret, and perform intermediate and advanced jazz repertoire in a combo setting.

Textbooks (Typical):

Textbook:

1. Rick Hirsch *Surly.* 1st ed ed., Hirsch Music Publishing, 2020.
2. Jason Curry *Simple Kiss.* 1st ed., Devmusic, 2020.
3. Elvis Presley, Carl Perkins, Kirby Shaw *Blue Suede Shoes.* 1st ed., Hal Leonard Corporation, 2020.
4. Jamey Aebersold *A Practical Approach To Jazz Improvisation.* 1st e ed., Jamey Aebersold, 2015.
5. Scott D. Reeves *Creative Jazz Improvisation.* 4th ed., Pearson, 2016.
6. Hal Leonard Corp. *The Real Bebop Book.* C Edition ed., Hal Leonard, 2017.
7. Hal Leonard Corp. *Jazz Funk Play-Along: Real Book Multi-Tracks Volume 5* . 1st ed., Hal Leonard, 2017.

Other Materials Required of Students

Equity Based Curriculum

Requisite Skills

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

A. MUS 17A
1. Demonstrate advanced facility and technique in performing, composing, and arranging jazz literature
2. Rehearse effectively to ensure successful ensemble performances.
3. Demonstrate the ability to play, memorize, and interpret jazz literature in the following styles: Swing, Bossa, Fusion, Funk, Waltz, and Modern.
4. Compile effective setlists, and perform as a cohesive unit.
5. Perform with effective articulation, intonation, style, expression, blending, and balance

DE Proposal

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

Rationale for DE

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

In discussion and practice with my music colleagues, we felt that (though not ideal) MUS 17B is able to meet course outcomes fully online. It can also meet them partially online even under normal circumstances.

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

The decision was made after consulting faculty and students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: 1-3 discussion boards per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 Announcements per month.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: 2-5 web-conferencing sessions per month.
- **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: Performances (at least 2 per semester) and rehearsals (at least 1 per month) would take place face-to-face.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 1-3 discussion boards per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 5 per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 1-3 discussion boards per semester.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: 5 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 10 times per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2-5 per month.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: 1-3 per month.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: 6 per semester.
- **Other:**
  Frequency: Daily practice. At least 2 performances per semester.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000569958

CB03: TOP Code
100400 - Music

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS
COLLEGE

Course Deactivation: MUS 29 - Independent Study, Music

Course Deactivation: MUS 29 - Independent Study, Music (Launched - Implemented 09-02-2025)
compared with
MUS 29 - Independent Study, Music (Active - Implemented 01-01-2019)

Admin Outline for Music 29
Independent Study, Music
Effective: ~~Spring~~ Fall ~~2019~~ 2026

Catalog Description:

MUS 29 - Independent Study, Music
0.50 - 0.00 Units

Supervised study in the area of Music. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.
0 Units Lecture 0.5 Units Lab

Course Grading: Optional

Lecture Hours	
Lab Hours	27
Inside of Class Hours	27

Justification for course proposal

With auditing and noncredit courses for older adult

Discipline:

Music

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Develop a project in Music to develop skills or deepen knowledge
   B. Complete the project according to established standards in the field
   C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

Lab:
Lecture:
   1. Develop skills and knowledge that reinforce, or expand upon, Music concepts
   2. Develop methodology and reporting structure for a project
   3. Communicate the essential applications or theories related to Music

Methods of Instruction:

   1. Discussion - With instructor
   2. Projects - As noted in the Independent study form
   3. Classroom Activity - Work with faculty member to develop necessary skills to full fill independent study.
   4. Demonstration - As noted in the Independent study form
   5. Independent Study
   6. Written Exercises - As noted in the Independent study form

Typical Assignments

   A. Other:
      1. Reading Assignments
         1. Identification of a research project may include extensive reading.
      2. Writing Assignment
         1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.
      3. Lab Work
         1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

   A. Research Projects
      1. due by the end of the semester
   B. Portfolios
      1. due by the end of the semester
   C. Papers
      1. due by the end of the semester
   D. Oral Presentation
      1. due by the end of the semester
   E. Projects
      1. tatus reports may be due weekly to promote frequency of actitivies completed during the week. Entire project and lab activities due by the end of the semester
   F. Lab Activities

1. tatus reports may be due weekly to promote frequency of actitivies completed during the week. Entire project and lab activities due by the end of the semester

G. Assigments/activities specified on Independent Study Form -due by the end of the semester

Student Learning Outcomes

Textbooks (Typical):

Other Materials Required of Students

 Other Materials Required of Students:
1. As needed.

Equity Based Curriculum

Requisite Skills

Codes and Dates

Course CB Codes

CB00: State ID
CCC000595153

CB03: TOP Code
100400 - Music

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
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

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

CB24: Program Status

2 - Not 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

Course Deactivation: NAUT INTR - Automotive Service and Introduction

Course Deactivation: NAUT INTR - Automotive Service and Introduction (Launched - Implemented 08-29-2025)

compared with

NAUT INTR - Automotive Service and Introduction (Active - Implemented 08-15-2020)

Admin Outline for Noncredit Automotive Technology INTR Automotive Service and Introduction

Effective: Fall

~~2020~~ 2026

Catalog Description:

NAUT INTR - Automotive Service and Introduction
216 Hours

Bumper-to-Bumper Automotive Knowledge. Starting with hazardous waste handling, tool identification, maintenance and lubrication, moving into engine mechanical, emissions controls, suspension systems, air conditioning, airbags and safety, transmissions, axles, and finishing off with the future of the automotive industry. This is an introductory class for people who want to know more about their vehicle or who are planning an automotive career.

Course Grading: Pass/No Pass

Total Lecture Hours	36
Total Lab Hours	108
Total Inside of Class Hours	144
Total Outside of Class Hours	72
Total Noncredit Hours	216

Justification for course proposal

No longer used. Repl

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Utilize and apply hazardous waste handling;
  B. Identify and describe uses of automotive related tools;
  C. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
  D. Discuss four stroke engine cycle and identify engine parts;
  E. Perform basic engine teardown and reassembly;
  F. Apply Ohm's law, read basic schematics, test automotive electrical systems;
  G. Identify emissions components, understand 5 gas theory;
  H. Discuss heating and cooling systems, perform basic cooling systems tests;
  I. Identify air conditioning systems, understand cycles of refrigerant;
  J. Discuss braking systems, perform a brake inspection, identify parts;
  K. Differentiate between suspension and steering system types, inspect and qualify components;
  L. Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
  M. Restraints system identification, know safety concerns of each system and inspection of restraint systems;
  N. Theorize on the future of the automotive industry.

Course Content:

Lab:
Lecture:
  1. Safety and Handling of hazardous waste materials
        1. Occupational Safety Health Administration (OSHA) Shop standards applied
        2. Industry safety standards applied
        3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
  2. Tool Identification
        1. Ratchets, Sockets, Wrenches, Screwdrivers
        2. Torque Wrenches
        3. Hammers, Pliers
        4. Specialty Tools
  3. Maintenance and inspection
        1. Manufacturing recommendations
        2. Periodic inspections for unusual conditions
        3. Component failure inspections
        4. Chassis lubrication
        5. Engine oil changes
                1. Oil Types, Conventional and Synthetic
                2. Oil change intervals
                3. Theory
                4. On car application
        6. Fluid inspection and service
                1. Leaks
                2. Power steering

3. Transmission
4. Axles
5. Washer
6. Coolant/Antifreeze
7. On car application
4. Operational theory Four stroke Engine Cycle
    1. Intake
    2. Compression
    3. Power
    4. Exhaust
    5. Timing
        1. Spark
        2. Camshaft
5. Gasoline Enine Component Identification and Teardown
    1. History of design and metallurgy of engines
    2. Engine Block components
    3. Cylinder Head components
    4. Intake, Exhaust and other major bolt on components
6. Electrical Systems
    1. Ohms law Theory
    2. Electrical Schematic Icons and drawings
    3. Battery Basics
    4. Alternator/Generator Basics
    5. Starter Motor Basics
    6. Electrical Testing
        1. Battery
            1. Theory
            2. On car application
        2. Alternator
            1. Theory
            2. On car application
        3. Starter
            1. Theory
            2. On car application
7. Emissions Systems
    1. Parts Identification
    2. Parts Theory
    3. Reading Emissions Labels
    4. 5 gas Theory
    5. Smog Controls
        1. California and Federal Requirements
        2. History of the Smog Program
        3. Government and Manufacturer laws and regulations
    6. Environmental Responsibilities
8. Heating and Cooling

1. History and current innovations of heating and cooling systems
2. Parts Identification
3. Heating Theory and operation
4. Heating Systems Testing
   1. Theory
   2. On car application
5. Coolant Systems Testing
   1. Theory
   2. On car application
9. Air Conditioning Systems
   1. Environmental concerns
   2. Parts Identification
   3. Parts Theory
   4. On car Testing and inspection procedures and application
10. Braking systems
   1. Base Systems
      1. Brake systems history and improvements through time
      2. Fluid differences and cautions
      3. Parts Identification
      4. Parts Theory
      1. On car inspection procedures
         1. Government and Manufacturer laws and regulations
      2. On car application
   2. Antilock Systems
      1. Differences from base systems
      2. Theory of operation
      3. Parts Identification
11. Steering and Suspension Systems
   1. Historical information and current technology
   2. Steering
      1. Fluid usage current and historical
      2. Different steering systems
      3. Parts Identification
      4. Parts theory
      5. On car inspection procedures and application
         1. Government and Manufacturer laws and regulations
   3. Steering
      1. Different suspension systems
      2. Parts Identification
      3. Parts theory
      4. On car inspection procedures and application
12. Transmissions and Axles
   1. History of the transmission
   2. Automatic Transmissions
      1. Fluid Requirements

1. On Car fluid checking
        2. Operational Theory
        3. Gears sets
        4. Clutches, Bands and Sprags
        5. Torque Converters
    3. Manual Transmissions
        1. Fluid Requirements
        2. Operational Theory
        3. Clutch
        4. Gears
    4. Front and Rear Axles
        1. Fluid Requirements
        2. Operational Theory
        3. Ring Gear
        4. Pinion Gear
        5. Propshafts
    5. Transfer Cases
        1. Fluid Requirements
        2. Electronic and Manual
        3. Operational Theory
        4. Clutches
        5. Gears
13. Safety Restraints
    1. Seat Belts
        1. Installation Concerns
        2. Inspection and Replacement
    2. Airbags
        1. History of Airbags and current technology
        2. Parts Identification
    3. Parts Theory
    4. Inspection and Replacement
    5. Current Government Regulations
    6. Airbag deployment demonstration
14. Automotive Industry Future
    1. Environmental Concerns
    2. Oil Supply Concerns
        1. Middle East Stability
        2. How much is left?
    3. Electronic Integration
        1. Computers
        2. Steering
        3. Braking
        4. Parking
        5. Heads up Displays
        6. Navigation

7. Entertainment Systems
8. Communication Systems
9. Optical Systems
4. Alternative Fuels
   1. CNG
   2. Propane
   3. Bio-Diesel
   4. E85
   5. Hydrogen
5. Hybrids
   1. Gasoline/Electric
   2. Diesel/Electric
   3. Hydrogen/Electric

Methods of Instruction:

1. Discussion - Group discussions
2. Lecture
3. Lab - Student Hands-on laboratory activities and assignments
4. Audio-visual Activity - Audio and Visual Material PowerPoint presentations
5. Discussion
6. Mockup parts from automobiles

Typical Assignments

A. Other:
   1. Read X chapter and answer ASE style questions
   2. Apply lecture in lab by evaluating vehicles in lab setting
   3. Evaluate and discuss Fluke 87 readings with class
   4. Repair and confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

A. Exams/Tests
   1. At least two. Midterm and Comprehensive Final
B. Quizzes
   1. Weekly
C. Group Projects
   1. Weekly
D. Class Participation
   1. Daily
E. Class Work
   1. Daily
F. Home Work
   1. Weekly
G. Lab Activities
   1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
    A. Upon completion of NAUT INTR, the student should be able to, recognize and apply shop safety precautions.
    B. Upon completion of NAUT INTR, the student should be able to perform and oil change with 100% accuracy.

Textbooks (Typical):

Textbook:
1. Tim Giles *Automotive Service.* 5 ed., Cengage, 2015.
2. James D Halderman *Automotive Maintenance and Light Repair.* 6 ed., Pearson, 2020.
3. James Duffy *Modern Automotive Technology.* 9 ed., Goodheart-Wilcox Publishing, 2017.

Other Materials Required of Students

Other Materials Required of Students:
1. Safety glasses.

Equity Based Curriculum

Requisite Skills

DE Proposal

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

Rationale for DE

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

PO: Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs.

FO: Same as above, however specialized software can be used to simulate labs online (case by case approved by NATEF). This was done Spring 20 and worked well however students become very frustrated very quickly when they are not getting their hands dirty. 90% of Spring 2020 students stated they would not return to a fully online semester for Fall 2020. Fully online should only be used in extreme situations and for a very short duration.

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

PO: California Automotive Teachers have given this recommendation to allow our students to continue on their career path.

FO:Same as above

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.

- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: Weekly, as assignments or labs are turned in
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum Once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Weekly lab sessions
- **Other:**
  Frequency: PO: Student interaction, fulfillment of SLO's and measurable objectives will be done on campus in the labs, weekly. FO: Student interaction, fulfillment of SLO's and measurable objectives will be monitored through the accounting set up in the online lab software, weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: PO:At least twice per semester FO:At least once every other week.
- **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: Fully online only: Minimum weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Fully online only: once every other week
- **Other:**
  Frequency: PO: Students will interact during on-campus weekly labs

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Fully online only: weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: PO and FO: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: PO:At least once per week FO:At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: FO:Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: PO: Weekly, in on-campus labs FO:Weekly recorded by student and completed using online software.
- **Other:**
  Frequency: Both PO and FO: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612342

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

J - Workforce Preparation

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 logo]

Course Deactivation: NAUT LABB - Automotive Lab Advanced

Course Deactivation: NAUT LABB - Automotive Lab Advanced (Launched - Implemented 08-29-2025)

compared with

NAUT LABB - Automotive Lab Advanced (Active - Implemented 08-15-2021)

Admin Outline for Noncredit Automotive Technology LABB Automotive Lab Advanced

Effective: Fall

~~2021~~ 2026

Catalog Description:

NAUT LABB - Automotive Lab Advanced
108 Hours

Automotive Lab Advanced is an open laboratory class for advanced automotive students. This class is for students desiring to expand their hands-on experience using their own vehicle. Instructor will provide technical and supervisory support to guide students in completion of their self initiated projects. Students are expected to help others in class and be able to work without guidance. Service information via computer service manuals will be available for students to use for vehicle information and research. Class is recommended for second year students only.

Prerequisite: AUTO LABA with a minimum grade of C, or NAUT LABA with a minimum grade of C AUTO INTR with a minimum grade of C, or NAUT INTR with a minimum grade of C, or AUTO INTL with a minimum grade of C and AUTO INTZ with a minimum grade of C

Course Grading: Pass/No Pass

Total Lecture Hours	0
Total Lab Hours	108
Total Inside of Class Hours	108
Total Outside of Class Hours	0
Total Noncredit Hours	108

Justification for course proposal

No longer run

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

Upon completion of this course, the student should be able to:
- A. Apply and maintain a safe work environment
  1. Practice proper vehicle lifting techniques
  2. Practice correct tool usage
  3. Analyze and categorize hazardous waste disposal
- B. Demonstrate a good example of professionalism in the work place
  1. Use proper judgement when working with peers
  2. Evaluate and apply instructions while working under a shop foreman (Instructor/lead student)
  3. Judge when to ask for help or guidance
- C. Revise hands-on experience to further their career in the automotive field
- D. Construct and adapt critical thinking skills to diagnose and repair vehicles
- E. Measure and create time and labor estimates using Alldata and Shopkey.

Course Content:

Methods of Instruction:

1. Observation
2. Lab - Safety Presentation and Laboratory assignment, Collaborative lab projects and exercises, Individual lab projects and exercises, Individual Learning Contract

Typical Assignments

- A. Other:
  1. Collaborative Learning
     1. Safety Test
     2. Perform Safety Test
     3. Overview of Safety test with correct answers and explanation of answers.
     4. Laboratory tour and assignment, showing exits, evacuation plan, fire extinguishers, MSDS location, and location of shop equipment.
  2. Individual Learning Contract
     1. What does the student wish to accomplish?
     2. Are the units taken sufficient to complete the project(s)?

Methods of Evaluating Student Progress

- A. Exams/Tests
  1. Safety at begining of semester Comprehensive Final
- B. Group Projects

1. Weekly
   C. Class Participation
      1. daily
   D. Lab Activities
      1. daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Upon completion of NAUT LABB, the student should be able to apply all safety precautions.
   B. Upon completion of NAUT LABB, the student should be able to complete hands on lab sessions with no instructor supervision necessary.

Textbooks (Typical):

Textbook:
   1. Tim Giles *Automotive Service:Inspection and Mantenance.* 6 ed., Cengage, 2020.
   2. James Duffy *Modern Automotive Technology.* 9 ed., Goodheart-Wilcox, 2017.
   3. *Auto Heating and Air Conditioning.* 4 ed., Goodheart-Wilcox, 2015.

Other Materials Required of Students

Other Materials Required of Students:
   1. Safety Glasses.

Equity Based Curriculum

Requisite Skills

Before entering this course, it is required that a student be able to:
   A. AUTO LABA
      1. Apply and Maintain a Safe work environment
      2. Practice proper vehicle lifting techniques
      3. Practice correct tool usage
      4. Analyze and categorize hazardous waste disposal
      5. Demonstrate a good example of professionalism in the work place
      6. Use proper judgement when working with peers
      7. Evaluate and apply instructions while working under a shop foreman (Instructor/head student)
      8. Judge when to ask for help or guidance
      9. Revise hands-on experience to further their career in the automotive field
      10. Construct and adapt critical thinking skills to diagnose and repair vehicles
      11. Measure and create time and labor estimates using Alldata and Shopkey.
   B. NAUT LABA
      1. Apply and Maintain a Safe work environment
      2. Practice proper vehicle lifting techniques
      3. Practice correct tool usage
      4. Analyze and categorize hazardous waste disposal

5. Demonstrate a good example of professionalism in the work place
6. Use proper judgement when working with peers
7. Evaluate and apply instructions while working under a shop foreman (Instructor/head student)
8. Judge when to ask for help or guidance
9. Revise hands-on experience to further their career in the automotive field
10. Construct and adapt critical thinking skills to diagnose and repair vehicles
11. Measure and create time and labor estimates using Alldata and Shopkey.

C. AUTO INTR
1. Utilize and apply hazardous waste handling;
2. Identify and describe uses of automotive related tools;
3. Apply Ohm's law, read basic schematics, test automotive electrical systems;
4. Identify emissions components, understand 5 gas theory;
5. Restraints system identification, know safety concerns of each system and inspection of restraint systems;

D. NAUT INTR
1. Utilize and apply hazardous waste handling;
2. Identify and describe uses of automotive related tools;
3. Apply Ohm's law, read basic schematics, test automotive electrical systems;
4. Identify emissions components, understand 5 gas theory;
5. Restraints system identification, know safety concerns of each system and inspection of restraint systems;

E. AUTO INTL
1. Utilize and apply hazardous waste handling;
2. Identify and describe uses of automotive related tools;
3. Apply Ohm's law, read basic schematics, test automotive electrical systems;
4. Identify emissions components, understand 5 gas theory;
5. Restraints system identification, know safety concerns of each system and inspection of restraint systems;

F. AUTO INTZ
1. Identify and describe uses of automotive related tools;
2. Apply Ohm's law, read basic schematics, test automotive electrical systems;
3. Identify emissions components, understand 5 gas theory;
4. Restraints system identification, know safety concerns of each system and inspection of restraint systems;

DE Proposal

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

Rationale for DE
Explain why this course should be offered in Distance Education mode.
PO: Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs.

FO: Same as above, however specialized software can be used to simulate labs online (case by case approved by NATEF). This was done Spring 20 and worked well, however students become very frustrated very quickly when they are not getting their hands dirty. 90% of Spring 2020 students stated they would not return to a fully online semester for Fall 2020. Fully online should only be used in extreme situations and for a very short duration.

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

PO: California Automotive Teachers have given this recommendation to allow our students to continue on their career path.

FO: Same as above.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- 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: Weekly, as assignments or labs are turned in.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum Once per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Weekly lab sessions.
- **Other:**
  Frequency: PO: Student interaction, fulfillment of SLO's and measurable objectives will be done on campus in the labs, weekly. FO: Student interaction, fulfillment of SLO's and measurable objectives will be

monitored through the accounting set up in the online lab software, weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: PO: At least twice per semester. FO: At least once every other week.
- **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: Fully online only: Minimum weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Fully online only: once every other week.
- **Other:**
  Frequency: PO: Students will interact during on-campus weekly labs.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Fully online only: weekly.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2 per semester (safety test and comprehensive final).
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: FO: At least once per week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: FO: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: PO: Weekly, in on-campus labs. FO: Weekly recorded by student and completed using online software.
- **Other:**
  Frequency: Homework. Both PO and FO: assigned weekly.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612345

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

J - Workforce Preparation

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

Course Deactivation: NAUT LABC - Automotive Lab Specialized Bench Work

Course Deactivation: NAUT LABC - Automotive Lab Specialized Bench Work (Launched - Implemented 08-29-2025)
compared with
NAUT LABC - Automotive Lab Specialized Bench Work (Active - Implemented 06-01-2022)

Admin Outline for Noncredit Automotive Technology LABC Automotive Lab Specialized Bench Work

Effective:

~~Summer~~ Fall
~~2022~~ 2026

Catalog Description:

NAUT LABC - Automotive Lab Specialized Bench Work
108 Hours

Automotive Lab Specialized Bench Work is an open laboratory class for automotive students. This class is for students desiring to expand their hands-on experience using shop equipment. This class specializes in rebuilding automotive parts. The instructor will provide technical and supervisory support to guide students in the completion of their self-initiated projects. Service information via computer service manuals will be available for students to use for vehicle information and research. Class is recommended for second year students only.

Prerequisite: AUTO INTR with a minimum grade of C, or NAUT INTR with a minimum grade of C, or AUTO INTL with a minimum grade of c and AUTO INTZ with a minimum grade of C

Course Grading: Pass/No Pass

Total Lecture Hours	0
Total Lab Hours	108
Total Inside of Class Hours	108
Total Outside of Class Hours	0
Total Noncredit Hours	108

Justification for course proposal

No longer run

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Apply and maintain a safe work environment
        1. Practice proper vehicle lifting techniques
        2. Practice correct tool usage
        3. Analyze and categorize hazardous waste disposal
  B. Demonstrate a good example of professionalism in the work place
        1. Use proper judgement when working with peers
        2. Judge when to ask for help or guidance
  C. Revise hands-on experience to further their career in the automotive field
  D. Construct and adapt critical thinking skills to diagnose and repair vehicles
  E. Measure and create time and labor estimates using Alldata and Shopkey.
  F. Evaluate bench rebuilds.

Course Content:

  1. Shop safety and Handling of hazardous waste materials
        1. Occupational Safety Health Administration (OSHA) Shop standards applied
        2. Industry safety standards applied
        3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
  2. Professional environment
        1. Safety glasses (Clear lenses) worn in all Laboratory areas
        2. No loose clothing (Coveralls strongly recommended)
        3. Long hair secured
        4. No open toe shoes (safety shoes recommended)
        5. Work areas maintained; clean free of debris and spills
        6. Working with and next to other students in a shop environment
  3. Hands-on experience
        1. Using hand tools and diagnostic equipment to repair vehicles for example
              1. Proper mounting of bench work
              2. Follow service information for tear down
              3. Follow service information for measurement
              4. Follow service information for qualifying
              5. Follow service information for rebuild
  4. Critical Thinking
        1. Reading measurement instruments and interpreting
        2. Reading shop manual information and applying technical reading to repairing vehicles
  5. Follow unit repair guides
  6. Bench qualify repairs

7. Compare cost analysis
8. Receiving guidance from other students
9. Using Alldata to find and apply time and labor guides for estimates

Methods of Instruction:

1. Observation
2. Lab - Safety Presentation and Laboratory assignment, Collaborative lab projects and exercises, Individual lab projects and exercises, Individual Learning Contract

Typical Assignments

A. Other:
   1. Collaborative Learning
      1. Safety Test
      2. Perform Safety Test
      3. Overview of Safety test with correct answers and explanation of answers.
      4. Laboratory tour and assignment, showing exits, evacuation plan, fire extinguishers, MSDS location, and location of shop equipment.
   2. Individual Learning Contract
      1. What does the student wish to accomplish?
         1. List Bench rebuild activities
      2. Are the units taken sufficient to complete the project(s)?

Methods of Evaluating Student Progress

A. Exams/Tests
   1. Safety at begining of semester Comprehensive Final
B. Group Projects
   1. Weekly
C. Class Participation
   1. daily
D. Lab Activities
   1. daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Upon completion of AUTO LABB, the student should be able to apply all safety precautions.
   B. Upon completion of AUTO LABB, the student should be able to complete hands on lab sessions with no instructor supervision necessary.

Textbooks (Typical):

Textbook:
1. Tim Giles *Automotive Service:Inspection and Mantenance.* 6 ed., Cengage, 2020.
2. James Duffy *Modern Automotive Technology.* 10 ed., Goodheart-Wilcox, 2021.

Software:
   1. <u>Alldata</u>. Alldata, (Current/e).
   2. <u>Shopkey</u>. Shopkey, (Current/e).

Other Materials Required of Students

Other Materials Required of Students:
   1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction
  Address
  Industry-Standard evaluations will be used for lab work.

Requisite Skills

Before entering this course, it is required that a student be able to:
   A. AUTO INTR
      1. Utilize and apply hazardous waste handling;
      2. Identify and describe uses of automotive related tools;
   B. NAUT INTR
      1. Utilize and apply hazardous waste handling;
      2. Identify and describe uses of automotive related tools;
   C. AUTO INTL
      1. Utilize and apply hazardous waste handling;
      2. Identify and describe uses of automotive related tools;
   D. AUTO INTZ
      1. Identify and describe uses of automotive related tools;

Codes and Dates

Course CB Codes

CB00: State ID

CCC000629252

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

J - Workforce Preparation Enhanced Funding

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not 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 N - Course is not an upper division course

Course Deactivation: NAUT LABD - Automotive Lab Specialized Electronic Work

> Course Deactivation: NAUT LABD - Automotive Lab Specialized Electronic Work (Launched - Implemented 08-29-2025)
> compared with
> NAUT LABD - Automotive Lab Specialized Electronic Work (Active - Implemented 06-01-2022)

Admin Outline for Noncredit Automotive Technology LABD Automotive Lab Specialized Electronic Work

Effective:

~~Summer~~ Fall
~~2022~~ 2026

Catalog Description:

NAUT LABD - Automotive Lab Specialized Electronic Work
108 Hours

Automotive Lab Specialized Electronic Work is an open laboratory class for automotive students. This class is for students desiring to expand their hands-on experience using shop equipment. This class specializes in electronics work. This includes accessories, EV, hybrid, and aftermarket electrical. The instructor will provide technical and supervisory support to guide students in the completion of their self-initiated projects. Service information via computer service manuals will be available for students to use for vehicle information and research.

Prerequisite: AUTO INTR with a minimum grade of C, or NAUT INTR with a minimum grade of C, or AUTO INTL with a minimum grade of c and AUTO INTZ with a minimum grade of C

Course Grading: Pass/No Pass

Total Lecture Hours	0
Total Lab Hours	108
Total Inside of Class Hours	108
Total Outside of Class Hours	0
Total Noncredit Hours	108

Justification for course proposal

No long

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Apply and maintain a safe work environment
    1. Practice proper vehicle lifting techniques
    2. Practice correct tool usage
    3. Analyze and categorize hazardous waste disposal
    4. Use proper judgement when working with peers
    5. Judge when to ask for help or guidance
  B. Demonstrate a good example of professionalism in the work place
  C. Revise hands-on experience to further their career in the automotive field
  D. Construct and adapt critical thinking skills to diagnose and repair vehicles
  E. Measure and create time and labor estimates using Alldata and Shopkey.
  F. Evaluate electical hazards.
  G. Use ohms law to calculate volts, amps, ohms or watts.
  H. Judge best practices when installing aftermarket accessories.

Course Content:

Methods of Instruction:

  1. Observation
  2. Lab - Safety Presentation and Laboratory assignment, Collaborative lab projects and exercises, Individual lab projects and exercises, Individual Learning Contract

Typical Assignments

  A. Other:
    1. Collaborative Learning
      1. Safety Test
      2. Perform Safety Test
      3. Overview of Safety test with correct answers and explanation of answers.
      4. Laboratory tour and assignment, showing exits, evacuation plan, fire extinguishers, MSDS location, and location of shop equipment.
    2. Individual Learning Contract
      1. What does the student wish to accomplish?
        1. List electrical activities
        2. Highlight high safety activities
      2. Are the units taken sufficient to complete the project(s)?

Methods of Evaluating Student Progress

A. Exams/Tests
   1. Safety at begining of semester Comprehensive Final
B. Group Projects
   1. Weekly
C. Class Participation
   1. daily
D. Lab Activities
   1. daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Upon completion of AUTO LABB, the student should be able to apply all safety precautions.
   B. Upon completion of AUTO LABB, the student should be able to complete hands on lab sessions with no instructor supervision necessary.

Textbooks (Typical):

Textbook:
   1. Tim Giles *Automotive Service:Inspection and Mantenance*. 6 ed., Cengage, 2020.
   2. James Duffy *Modern Automotive Technology*. 10 ed., Goodheart-Wilcox, 2021.

Software:
   1. Alldata. Alldata, (Current/e).
   2. Shopkey. Shopkey, (Current/e).

Other Materials Required of Students

Other Materials Required of Students:
   1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction
  Address
  Industry-Standard evaluations will be used for lab work.

Requisite Skills

Before entering this course, it is required that a student be able to:
   A. AUTO INTR
      1. Utilize and apply hazardous waste handling;
      2. Identify and describe uses of automotive related tools;
   B. NAUT INTR
      1. Utilize and apply hazardous waste handling;
      2. Identify and describe uses of automotive related tools;

C. AUTO INTL
1. Utilize and apply hazardous waste handling;
2. Identify and describe uses of automotive related tools;
D. AUTO INTZ
1. Identify and describe uses of automotive related tools;

Codes and Dates

Course CB Codes

CB00: State ID

CCC000629253

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

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

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS
COLLEGE

Course Deactivation: TUTR 17A - Tutoring Theory and Practice I

Course Deactivation: TUTR 17A - Tutoring Theory and Practice I (Launched - Implemented 08-28-2025)

compared with

TUTR 17A - Tutoring Theory and Practice I (Active - Implemented 08-15-2021)

Admin Outline for Tutoring 17A
Tutoring Theory and Practice I
Effective: Fall

~~2021~~ 2026

Catalog Description:

TUTR 17A - Tutoring Theory and Practice I
0.50 Units

Training for college tutors to acquire specific skills and techniques for tutoring in academic and vocational subject areas, and basic skills. The course will provide a conceptual framework of tutoring to guide students in leading effective tutoring sessions.

0.5 Units Lecture

Course Grading: Optional

Lecture Hours	9
Inside of Class Hours	9
Outside of Class Hours	18

Justification for course proposal

The TUTR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Describe policies and procedures using tutoring scheduling software.
  B. Explain how to start a tutoring session.
  C. Describe strategies to promote learning.
  D. Explain how to end a tutoring session.
  E. Describe their tutoring best practices related to the beginning, middle, and end of a tutoring session.

Course Content:

1. Policies and Procedures
    1. Drop-in and Scheduled Tutoring Procedures
    2. In-person vs Online Tutoring
    3. Scheduling Software
    4. Online Tutoring Software
2. Beginning a Tutoring Session
    1. Names
    2. I Statements
    3. Activate Prior Knowledge
    4. Process vs Outcome Goals
3. Strategies for Learning
    1. Active Learning
    2. Growth Mindset Praise
    3. Check for Understanding
4. Ending a Tutoring Session
    1. Summary
    2. Feedback
5. Observation and Evaluation
    1. Peer Observation
    2. Self Evaluation

Methods of Instruction:

1. Discussion - Small-Group Problem Solving and Individual Conferences
2. Demonstration - Modeling Tutoring Best Practices
3. Classroom Activity - Role Play
4. Lecture
5. Reading
6. Media Presentations
7. Internet Research

Typical Assignments

  A. Other:
    1. Implement tutoring strategies during role-play tutoring scenarios.
    2. Participate in group discussion about policies and procedures.

3. Create an online biography using an online tutoring platorm.
4. Write a summary of tutoring best practices based on a reading assignment.
5. Create an audio recording demonstrating tutoring best practices.
6. List mulitple ways of implementing tutoring strategy using an online discussion board.
7. Research active learning strategies
8. Analyze video demonstrating tutoring strategies.
9. Write a report from observations of a tutoring session given by a mentor tutor.
10. Write a self evaluation of the implementation of key components of a tutoring session.

Methods of Evaluating Student Progress

A. Quizzes
    1. once per semester
B. Papers
    1. once per semester
C. Class Participation
    1. weekly
D. Class Work
    1. weekly
E. Home Work
    1. weekly
F. Class Performance
    1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of TUTR 17A, the student should be able to describe essential components of the beginning, middle, and end of a tutoring session.
B. Upon completion of TUTR 17A, the student should be able to evaluate their implementation of key components of a tutoring session.

Textbooks (Typical):

Textbook:
1. *Put the Pencil Down.* First ed., North Carolina State University, 2010.
2. Lipsky, *A Training Guide for College Tutor and Peer Educators.*, Prentise Hall, 2011.
3. *Handbook for Training Peer Tutors and Mentors.*, Cangage Learning, 2012.
4. *The Profession and Practice of Learning Assistance and Development Education.* 1st ed., National Center for Developmental Education, 2014.
5. Dave Lochtie, Emily McIntosh, Andrew Stork, Ben Walker *Effective Personal Tutoring in Higher Education.* 1 ed., Critical Publishing, 2018.
6. Carol Dweck *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential.* 6 ed., Robinson, 2017.

Other Materials Required of Students

Equity Based Curriculum

Requisite Skills

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601365

CB03: TOP Code

089900 - Other Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

2 - Not 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

Course Deactivation: TUTR 17B - Tutoring Theory and Practice II

> Course Deactivation: TUTR 17B - Tutoring Theory and Practice II (Launched - Implemented 08-28-2025)
>
> compared with
>
> TUTR 17B - Tutoring Theory and Practice II (Active - Implemented 08-15-2021)

Admin Outline for Tutoring 17B
Tutoring Theory and Practice II
Effective: Fall

~~2021~~ 2026

Catalog Description:

TUTR 17B - Tutoring Theory and Practice II
0.50 Units

Intermediate training class for college tutors. Tutors will acquire specific skills and techniques for tutoring in academic subjects, vocational subjects and basic skills. Required course for second semester tutors participating in the Las Positas College Tutorial Program.

0.5 Units Lecture

Prerequisite: TUTR 17A with a minimum grade of C

Course Grading: Optional

Lecture Hours	9
Inside of Class Hours	9
Outside of Class Hours	18

Justification for course proposal

The TUTR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators

Number of Times Course May Be Taken for Credit:

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Describe how to use active listening strategies to become aware of their students' learning processes.
  B. Use Bloom's taxonomy to encourage diffuse thinking and teach metacognitive learning strategies.
  C. Describe their tutoring best practices.

Course Content:

1. Active Listening
    1. Asset vs Deficit Model
    2. Tone of Voice
    3. Open-ended questions
    4. Labels
    5. Pausing
    6. Summarizing
2. Metacognitive Learning Strategies
    1. Bloom's Taxonomy
    2. Diffuse Thinking
    3. Think Aloud
    4. Diagramming
    5. Annotating
3. Observation and Evaluation
    1. Peer Observation
    2. Self Evaluation

Methods of Instruction:

1. Discussion - Small-Group Problem Solving and Individual Conferences
2. Demonstration - Modeling Tutoring Best Practices
3. Classroom Activity - Role Play
4. Lecture
5. Audio-visual Activity
6. Written Exercises

Typical Assignments

A. Other:
    1. Implement metacognitive tutoring strategies during role-play tutoring scenarios.
    2. Write a summary of tutoring best practices based on reading assignment.
    3. Create an audio recording demonstrating tutoring best practice.
    4. List multiple ways of implementing tutoring strategy using Bloom's taxonomy on an online discussio board.
    5. Research metacognitive learning strategies.
    6. Analyze a video demonstrating tutoring strategies.

7. Write a report from observations of a tutoring session given by a mentor tutor.
8. Create a one-page summative diagram of tutoring best practices.
9. Write a self evaluation of the implementation of active learning and metacognitive learning strategies.

Methods of Evaluating Student Progress

A. Papers
    1. once per semester
B. Quizzes
    1. once per semester
C. Class Participation
    1. weekly
D. Class Work
    1. weekly
E. Home Work
    1. weekly
F. Class Performance
    1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of TUTR 17B, the student should be able to explicitly teach metacognitive learning strategies.
B. Upon completion of TUTR 17B, the student should be able to perform a self-evaluation of their use of tutoring techniques during a tutoring session.
C. Upon completion of TUTR 17B, the student should be able to use active listening strategies to become aware of students' learning processes.

Textbooks (Typical):

Textbook:
1. Carol Dweck *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential*. 6 ed., Robinson, 2017.
2. Jeanne L. Higbee *The Profession and Practice of Learning Assistance and Developmental Education*. First ed., National Center for Developmental Education, 2014.
3. Karen Agee *Handbook for Training Peer Tutors and Mentors*., Cengage Learning, 2012.
4. Marcia Toms *Put the Pencil Down: Essentials of Tutoring*., North Carolina State University, 2010.
5. Dave Lochtie, Emily McIntosh, Andrew Stork, Ben Walker *Effective Personal Tutoring in Higher Education*. 1 ed., Critical Publishing, 2018.

Other Materials Required of Students

Equity Based Curriculum

Requisite Skills

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

A. TUTR 17A
   1. Describe policies and procedures using tutoring scheduling software.
   2. Explain how to start a tutoring session.
   3. Describe strategies to promote learning.
   4. Explain how to end a tutoring session.
   5. Describe their tutoring best practices related to the beginning, middle, and end of a tutoring session.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601366

CB03: TOP Code

089900 - Other Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not 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

Course Deactivation: TUTR 17C - Tutoring Theory and Practice III

Course Deactivation: TUTR 17C - Tutoring Theory and Practice III (Launched - Implemented 08-28-2025)

compared with

TUTR 17C - Tutoring Theory and Practice III (Active - Implemented 08-15-2021)

Admin Outline for Tutoring 17C
Tutoring Theory and Practice III
Effective: Fall

~~2021~~ 2026

Catalog Description:

TUTR 17C - Tutoring Theory and Practice III
0.50 Units

Advanced training for college tutors to obtain skills and techniques in academic and vocational subject areas and basic skills remediation. Emphasis upon leading group tutoring sessions and mentoring new tutors. Required course for third semester tutors participating in the Las Positas College Tutorial Program.

0.5 Units Lecture

Prerequisite: TUTR 17B with a minimum grade of C

Course Grading: Optional

Lecture Hours	9
Inside of Class Hours	9
Outside of Class Hours	18

Justification for course proposal

The TUTR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators

Number of Times Course May Be Taken for Credit:

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Describe characteristics of various learning theories.
   B. Describe strategies that may be used to overcome barriers to a student's education.
   C. Choose strategies to teach hidden curriculum topics.
   D. Critique their use of tutoring strategies.

Course Content:

1. Learning Theories
      1. Hidden Curriculum
      2. Acculturation vs Assimilation
      3. Stereotype Threat
      4. Self Reliance
      5. Mazlo's Hierarchy
2. Scaffolding and Socratic Method
      1. Scaffolding
      2. Socratic Method
      3. "Aha" Moment
3. Hidden Curriculum
      1. Spaced Retrieval Practice
      2. Note Taking
      3. Time Management
      4. Working Memory
      5. Resource Navigation
4. Observation and Evaluation
      1. Peer Observation
      2. Self Evaluation

Methods of Instruction:

1. Classroom Activity - Role Play
2. Lecture
3. Student Presentations
4. Discussion - Small-Group Problem Solving and Individual Conferences
5. Written Exercises
6. Demonstration - Modeling Tutoring Best Practices

Typical Assignments

   A. Other:
      1. Implement scaffolding and Socratic method during role-play scenarios.
      2. Write a summary of tutoring best practices based on reading assignment.
      3. List multiple ways of implementing tutoring strategies.

4. Research learning theories and hidden curriculum.
5. Analyze a video demonstrating tutoring strategies.
6. Write a report from observations of a tutoring session given by a mentor tutor.
7. Write a self evaluation of the implementation of various tutoring strategies.

Methods of Evaluating Student Progress

A. Quizzes
   1. once per semester
B. Papers
   1. once per semester
C. Class Participation
   1. weekly
D. Class Work
   1. weekly
E. Home Work
   1. weekly
F. Class Performance
   1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of TUTR 17C, the student should be able to explain how learning theories impact their approach to tutoring.
B. Upon completion of TUTR 17C, the student should be able to perform a self-evaluation of their use of tutoring techniques during a tutoring session.
C. Upon completion of TUTR 17C, the student should be able to use scaffolding and Socratic Method to teach hidden curriculum topics.

Textbooks (Typical):

Textbook:
1. Carol Dweck *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential* . 6 ed., Robinson, 2017.
2. Hodges, Russ *Handbook for Training Peer Tutors and Mentors*. Third ed., Cengage Learning, 2012.
3. Jeanne L Higbee *The Profession and Practice of Learning Assistance and Developmental Education*. First ed., National Center for Developmental Education, 2014.
4. Dave Lochtie, Emily McIntosh, Andrew Stork, Ben Walker *Effective Personal Tutoring in Higher Education*. 1 ed., Critical Publishing, 2018.

Other Materials Required of Students

Equity Based Curriculum

Requisite Skills

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

    A. TUTR 17B

        1. Describe how to use active listening strategies to become aware of their students' learning processes.

        2. Use Bloom's taxonomy to encourage diffuse thinking and teach metacognitive learning strategies.

        3. Describe their tutoring best practices.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601367

CB03: TOP Code

089900 - Other Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

   Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

5.4. New Programs

- Tutoring Theory and Practice, NCL

New Program: Tutoring Theory and Practice - Certificate of Completion

1. Statement of Program Goals and Objectives

The certificate of completion for "Tutoring Theory and Practice" is a short-term vocational program designed to prepare tutors at Las Positas College. Tutors will learn pedagogically sound tutoring strategies to support student success and the college's equity goals. The following include some, but not all, strategies tutors will learn: customer service skills such as reassurance and growth mindset language; sequential asset-based checks for understanding; direct instruction using annotation, dual coding, and the "talk aloud" strategy; strategy list making for problem-solving and mistake avoidance; and active listening to promote metacognitive and emotional awareness.

2. Catalog Description

The Tutoring Theory and Practice Certificate of Completion provides a noncredit pathway for students who are currently employed as tutors or are interested in becoming tutors at the Las Positas College Tutoring Center. Students will learn tutoring strategies during in-person, highly interactive training sessions as well as online modules.

3. Program Requirements

Course	Title	Hours	Term
Required Core: (27 Hours)			
NTUT 201	Tutoring Theory and Practice I	9.0	1st
NTUT 202	Tutoring Theory and Practice II	9.0	1st
NTUT 203	Tutoring Theory and Practice III	9.0	2nd

Total: 27.0

4. Master Planning

This certificate of completion supports the Las Positas College's Educational Master Plan educational excellence goal to "ensure excellence in student learning through quality academic programs and support services." More specifically, it supports the A6 strategy to "develop and institutionalize a comprehensive system of tutoring and other learning support services."

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

The Tutoring Theory and Practice Certificate of Completion provides a noncredit pathway for students who are currently employed as tutors or are interested in becoming tutors at the Las Positas College Tutoring Center. Students will learn tutoring strategies during in-person, highly interactive training sessions as well as online modules.

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
NTUT 201	Tutoring Theory and Practice I ➜]	0.0	Major/Required	Spring, Fall
NTUT 202	Tutoring Theory and Practice II	0.0	Major/Required	Fall

➜] Gateway Course

Term 2 - Spring Semester   **Units:** 0.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NTUT 203	Tutoring Theory and Practice III ➜]	0.0	Major/Required	Spring

➜] Gateway Course

Total: 0.0

5.5. Program Modifications

- Art: Emphasis in Painting, AA
- Art History, AA-T
- Business Administration, AA
- Business Administration 2.0, AS-T
- Business Entrepreneurship, AA
- Commercial Music: Music Technology Fundamentals, CA
- Computational Biology, CA
- Computer Information Technologist, AS
- Economics, AA-T
- Engineering Technology, AS
- Engineering Technology, CA
- Fitness Trainer, CA
- Global Studies, AA-T
- History, AA-T
- Jazz Studies, CA
- Journalism, AA-T
- Marketing, AA
- Music, AA
- Music, AA-T
- Nutrition and Dietetics, AS-T
- Physical Therapy Aide, CA
- Political Science, AA-T
- Social Work and Human Services, AA-T
- Studio Arts, AA-T

Technical Program Revision: Art: Emphasis in Painting - Associate of Arts Degree

Technical Program Revision: Art: Emphasis in Painting - Associate of Arts Degree (Launched - Implemented 09-02-2025)

compared with

Art: Emphasis in Painting - Associate of Arts Degree (Active - Implemented 08-15-2025)

Art: Emphasis in Painting - Associate of Arts Degree

Program Title

Art: Emphasis in Painting

Award Type

Associate of Arts Degree

Effective Term

~~Fall 2020~~

Fall 2026

Program Description

The AA in Art: Emphasis in Painting provides students with broad exposure to art courses, allowing students to explore and refine their studio arts practice. This degree is designed for art majors in addition to those who are pursuing an arts education for its own merit.

Program Requirements

Course	Title	Units	Term

Required Core: (27 units)

			3.0
ARHS 1	Introduction to Art History	1st	
~~ARHS 4~~ ARTH C1100	~~Western Art History - Ancient to Medieval~~ Survey of Art from Prehistory to the Medieval Era		3.0
~~ARHS 5~~ ARTH C1200	~~Western Art History - Renaissance to Contemporary~~ Survey of Art from the Renaissance to Contemporary	4th	3.0
			3.0
ARTS 2A	Introduction to Drawing	1st	
ARTS 3A	Figure and Composition I		3.0
			3.0
ARTS 7A	Introduction to Watercolor Painting	4th	
			3.0
ARTS 12A	Oil/Acrylic Painting: Beginning I	5th	
			3.0
ARTS 23	2-D Design	1st	
			3.0
ARTS 24	Three-Dimensional Design and Modeling	4th	

List A: Select Three (9 Units)

ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	2nd	3.0
ARHS 6	Museum & Gallery Techniques		3.0
~~ARTS 2B~~	~~Drawing and Composition~~	2nd	~~3.0~~
ARTS 3B	Figure and Composition II	5th	3.0
ARTS 7B	Watercolor Painting	5th	3.0
ARTS 12B	Oil/Acrylic Painting: Beginning II	5th	3.0

Total Units in the Major

	36.0

General Education and Electives

	25.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting

courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 61.0

Technical Program Revision: Art: Emphasis in Painting - Associate of Arts Degree

Technical Program Revision: Art: Emphasis in Painting - Associate of Arts Degree (Launched - Implemented 09-02-2025)

compared with

Art: Emphasis in Painting - Associate of Arts Degree (Active - Implemented 08-15-2025)

Art: Emphasis in Painting - Associate of Arts Degree

The AA in Art: Emphasis in Painting provides students with broad exposure to art courses, allowing students to explore and refine their studio arts practice. This degree is designed for art majors in addition to those who are pursuing an arts education for its own merit.

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

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

Term 1 - Fall Semester — Units: 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 2A	Introduction to Drawing	3.0	Major/Required	
ARTS 23	2-D Design	3.0	Major/Required	
ARHS 1	Introduction to Art History	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 2 - Spring Semester — Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
~~ARHS 4~~ ARTH C1100	~~Western Art History - Ancient to Medieval~~ Survey of Art from Prehistory to the Medieval Era	3.0	Major/Required	
ARTS 3A	Figure and Composition I	3.0	Major/Required	

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
MATH 47		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)		3.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
~~ARHS 5~~ ARTH C1200	~~Western Art History - Renaissance to Contemporary~~ Survey of Art from the Renaissance to Contemporary	3.0	Major/Required	
ARTS 7A	Introduction to Watercolor Painting	3.0	Major/Required	
OR ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0	Major/Required	
ARTS 24	Three-Dimensional Design and Modeling	3.0	Major/Required	
Health (Area 8)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

ARTS 7A	Introduction to Watercolor Painting	3.0	Major/Required
OR			
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0	Major/Required
List A Courses		6.0	Major/Required
Social and Behavioral Sciences (Area 4)		3.0	General Education
American Institutions (Area 9)		3.0	General Education

Total: 61.0

Technical Program Revision: Art History - Associate in Arts Degree for Transfer

Technical Program Revision: Art History - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Art History - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Art History - Associate in Arts Degree for Transfer

Program Title
Art History

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Associate in Arts in Art History for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Art History. Completion of the Art History Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Art History or similar major. 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; please see a counselor for details if you are pursuing transfer to the UC system.

Program Requirements

Course	Title	Units	Term

Required Core: (9 Units)

~~ARHS 4~~ ARTH C1100	~~Western Art History - Ancient to Medieval~~ Survey of Art from Prehistory to the Medieval Era	3.0
OR		
~~ARHS 5~~ ARTH C1200	~~Western Art History - Renaissance to Contemporary~~ Survey of Art from the Renaissance to Contemporary	3.0
ARHS 2	Art of the Ancient Americas	3.0
OR		
ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	3.0
OR		
ARHS 8	Asian Art History	3.0
ARTS 2A	Introduction to Drawing	3.0

List A: Select One (3 Units)

ARHS 2	Art of the Ancient Americas* If not already used in Required Core	3.0
ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas* If not already used in Required Core	3.0
~~ARHS 4~~ ARTH C1100	~~Western Art History - Ancient to Medieval* If not already used in Required Core~~ Survey of Art from Prehistory to the Medieval Era* If not already used in Required Core	3.0
~~ARHS 5~~ ARTH C1200	~~Western Art History - Renaissance to Contemporary* If not already used in Required Core~~ Survey of Art from the Renaissance to Contemporary* If not already used in Required Core	3.0
ARHS 8	Asian Art History* If not already used in Required Core	3.0

List B: Select One (3 Units)

~~ARTS 2B~~	~~Drawing and Composition~~	~~3.0~~
ARTS 3A	Figure and Composition I	3.0
ARTS 7A	Introduction to Watercolor Painting	3.0
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0
ARTS 23	2-D Design	3.0
ARTS 24	Three-Dimensional Design and Modeling	3.0
PHTO 50	Introduction to Photography	3.0
PHTO 60	Intermediate Black and White Photography	3.0

List C: Select One (3 Units)

Any List A or B course not already used.		3.0
ARHS 6	Museum & Gallery Techniques	3.0
ARHS 7	Modern Art History	3.0

Total Units for the Major

	18.0

Additional General Education and Elective Units

	42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Recommended Electives: ANTR 3, 7, 8, 12; ECE 79; HIST 1, 2, 7, 8, 14, 25, 28, 32; HUMN 3, 4, 6, 10, 28; PHIL 1, 2, 3, 4, 5; RELS 1, 3; SPAN 2A, 2B, 22; WMST 2

*If not already used in Required Core

Total: 60.0

Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer

Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Business Administration 2.0 - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Business Administration 2.0 - Associate in Science Degree for Transfer

Program Title
Business Administration 2.0

Award Type
Associate in Science Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Associates in Science in Business Administration 2.0 for Transfer is based on the state-wide Transfer Model Curriculum for Business and prepares students for seamless transfer into the CSU system to complete a baccalaureate degree in Business Administration or similar major. After completing the required courses in this program students will graduate with a broad-based understanding of the field of business, its demands, required skill-sets, needed abilities, and career opportunities.

Program Requirements

Course	Title	Units	Term

Required Core: (28-29 Units)

			4.0
BUSN 1A	Financial Accounting	4th	
			4.0
BUSN 1B	Managerial Accounting	5th	
			3.0
BUSN 18	Business Law	5th	
			3.0
BUSN 40	Introduction to Business	1st	
ECON ~~1~~ C2001	Principles of Microeconomics	2nd	3.0
ECON ~~2~~ C2002	Principles of Macroeconomics	3rd	3.0
			4.0
STAT C1000	Introduction to Statistics	1st	
			4.0
MATH 34	Business Calculus	2nd	
OR			
			4.0
MATH 33	Finite Mathematics	2nd	
OR			
			5.0
MATH 1	Calculus I	2nd	

Total Units for the Major

	28.0-29.0

Additional General Education and Elective Units

	31.0-32.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Art History - Associate in Arts Degree for Transfer

Technical Program Revision: Art History - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Art History - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Art History - Associate in Arts Degree for Transfer

The Associate in Arts in Art History for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Art History. Completion of the Art History Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Art History or similar major. 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; please see a counselor for details if you are pursuing transfer to the UC system.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
~~ARHS 4~~ ARTH C1100 ~~Western Art History - Ancient to Medieval~~ Survey of Art from Prehistory to the Medieval Era	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Physical Science (Area 5A)	3.0	General Education	
CSU Elective	3.0	Elective	
ARHS 1	3.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 2A	Introduction to Drawing	3.0	Major/Required	
List A Course		3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
MATH 47		3.0	General Education	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
List C Course	3.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
CSU Elective	3.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
~~ARHS 5~~ ARTH C1200	~~Western Art History – Renaissance to Contemporary~~ Survey of Art from the Renaissance to Contemporary	3.0	Major/Required	
Biological Science (Area 5B)		3.0	General Education	
Laboratory (Area 5C)		1.0	General Education	
Humanities (Area 3B)		3.0	General Education	

Ethnic Studies (Area 6)	3.0	General Education
CSU Elective	2.0	Elective

Total: 60.0

Technical Program Revision: Business Administration - Associate of Arts Degree

Technical Program Revision: Business Administration - Associate of Arts Degree (Launched - Implemented 09-02-2025)

compared with

Business Administration - Associate of Arts Degree (Active - Implemented 03-05-2025)

Business Administration - Associate of Arts Degree

Program Title
Business Administration

Award Type
Associate of Arts Degree

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
This Associate of Arts in Business Administration degree program is designed for students seeking careers in the field of business such as customer service/support representative, warehouse/distribution supervisor, sales consultant, human resources assistant, marketing coordinator, accounts receivable clerk, or executive assistant. This degree provides students with an understanding of basic business practices, including operations, methods and purpose, and an introduction to the major functional areas within business. This degree is not primarily intended for transfer students and does not include all courses required for transfer. Students who intend to transfer should consider the associate in science degree in business administration for transfer.

Program Requirements

Course	Title	Units	Term

Required Core: (22 Units)

BUSN 1A	Financial Accounting	3rd	4.0
BUSN 18	Business Law	4th	3.0
BUSN 40	Introduction to Business	1st	3.0
BUSN 52	Business Communications	1st	3.0
BUSN 56	Introduction to Management	2nd	3.0
BUSN 87	Organizational Management and Leadership	3rd	3.0
MKTG 50	Introduction to Marketing	4th	3.0

List A: Select One (3 Units)

BUSN 30	Business Ethics and Society	1st	3.0
BUSN 48	Human Relations in Organizations	1st	3.0
BUSN 58	Small Business Management	1st	3.0
BUSN 88	Human Resources Management	1st	3.0

List B: Select One (3-4 Units)

CIS 10	Business Data Analytics	2nd	3.0
CIS 11	Data Visualization Tools	2nd	3.0
CIS 55	Integrating Office Applications	2nd	4.0

List C: Select One (3-4 Units)

BUSN 1B	Managerial Accounting	3rd	4.0
BUSN 20	International Business	3rd	3.0
BUSN 33	The Fundamentals of Personal and Family Financial Planning	3rd	3.0

List D: Select One (3 Units)

ECON ~~1~~ C2001	Principles of Microeconomics	4th	3.0
ECON ~~2~~			3.0

C2002	Principles of Macroeconomics	4th

Total Units for the Major

34.0-36.0

Additional General Education and Elective Units

25.0-26.0

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

Total: 60.0-61.0

Technical Program Revision: Business Administration - Associate of Arts Degree

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Technical Program Revision: Business Administration - Associate of Arts Degree (Launched - Implemented 09-02-2025)

compared with

Business Administration - Associate of Arts Degree (Active - Implemented 03-05-2025)

Business Administration - Associate of Arts Degree

This Associate of Arts in Business Administration degree program is designed for students seeking careers in the field of business such as customer service/support representative, warehouse/distribution supervisor, sales consultant, human resources assistant, marketing coordinator, accounts receivable clerk, or executive assistant. This degree provides students with an understanding of basic business practices, including operations, methods and purpose, and an introduction to the major functional areas within business. This degree is not primarily intended for transfer students and does not include all courses required for transfer. Students who intend to transfer should consider the associate in science degree in business administration for transfer.

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
STAT C1000 and concurrent support		4.0	General Education	
English Composition (Area 1A)		3.0	General Education	
BUSN 52	Business Communications	3.0	Major/Required	
BUSN 40	Introduction to Business	3.0	Major/Required	
List A Course		3.0	Major/Required	

Term 2 - Spring Semester   **Units:** 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered

Oral Communication and Critical Thinking (Area 1B)	3.0	General Education
Kinesiology (Area 7)	1.0	General Education
List B Course	3.0	Major/Required
American Institutions (Area 9)	3.0	General Education
BUSN 56	Introduction to Management	3.0	Major/Required

Term 3 - Fall Semester   **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Health (Area 8)	3.0	General Education	
Natural Sciences (Area 5)	3.0	General Education	
List C Course	3.0	Major/Required	
BUSN 87	Organizational Management and Leadership	3.0	Major/Required	
BUSN 1A	Financial Accounting	4.0	Major/Required	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List D Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
MKTG 50	Introduction to Marketing	3.0	Major/Required	
BUSN 18	Business Law	3.0	Major/Required	

Total: 60.0

Technical Program Revision: Business Administration - Associate of Arts Degree

Technical Program Revision: Business Administration - Associate of Arts Degree (Launched - Implemented 09-02-2025)

compared with

Business Administration - Associate of Arts Degree (Active - Implemented 03-05-2025)

Business Administration - Associate of Arts Degree

This Associate of Arts in Business Administration degree program is designed for students seeking careers in the field of business such as customer service/support representative, warehouse/distribution supervisor, sales consultant, human resources assistant, marketing coordinator, accounts receivable clerk, or executive assistant. This degree provides students with an understanding of basic business practices, including operations, methods and purpose, and an introduction to the major functional areas within business. This degree is not primarily intended for transfer students and does not include all courses required for transfer. Students who intend to transfer should consider the associate in science degree in business administration for transfer.

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
STAT C1000 and concurrent support		4.0	General Education	
English Composition (Area 1A)		3.0	General Education	
BUSN 52	Business Communications	3.0	Major/Required	
BUSN 40	Introduction to Business	3.0	Major/Required	
List A Course		3.0	Major/Required	

Term 2 - Spring Semester   **Units:** 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered

Oral Communication and Critical Thinking (Area 1B)		3.0	General Education
Kinesiology (Area 7)		1.0	General Education
List B Course		3.0	Major/Required
American Institutions (Area 9)		3.0	General Education
BUSN 56	Introduction to Management	3.0	Major/Required

Term 3 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Health (Area 8)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
List C Course		3.0	Major/Required	
BUSN 87	Organizational Management and Leadership	3.0	Major/Required	
BUSN 1A	Financial Accounting	4.0	Major/Required	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List D Course		3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
MKTG 50	Introduction to Marketing	3.0	Major/Required	
BUSN 18	Business Law	3.0	Major/Required	

Total: 60.0

Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer

Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Business Administration 2.0 - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Business Administration 2.0 - Associate in Science Degree for Transfer

Program Title
Business Administration 2.0

Award Type
Associate in Science Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Associates in Science in Business Administration 2.0 for Transfer is based on the state-wide Transfer Model Curriculum for Business and prepares students for seamless transfer into the CSU system to complete a baccalaureate degree in Business Administration or similar major. After completing the required courses in this program students will graduate with a broad-based understanding of the field of business, its demands, required skill-sets, needed abilities, and career opportunities.

Program Requirements

Course	Title	Units	Term

Required Core: (28-29 Units)

BUSN 1A	Financial Accounting	4th	4.0
BUSN 1B	Managerial Accounting	5th	4.0
BUSN 18	Business Law	5th	3.0
BUSN 40	Introduction to Business	1st	3.0
ECON ~~1~~ C2001	Principles of Microeconomics	2nd	3.0
ECON ~~2~~ C2002	Principles of Macroeconomics	3rd	3.0
STAT C1000	Introduction to Statistics	1st	4.0
MATH 34	Business Calculus	2nd	4.0
OR			
MATH 33	Finite Mathematics	2nd	4.0
OR			
MATH 1	Calculus I	2nd	5.0

Total Units for the Major

	28.0-29.0

Additional General Education and Elective Units

	31.0-32.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer

Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Business Administration 2.0 - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Business Administration 2.0 - Associate in Science Degree for Transfer

The Associates in Science in Business Administration 2.0 for Transfer is based on the state-wide Transfer Model Curriculum for Business and prepares students for seamless transfer into the CSU system to complete a baccalaureate degree in Business Administration or similar major. After completing the required courses in this program students will graduate with a broad-based understanding of the field of business, its demands, required skill-sets, needed abilities, and career opportunities.

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
Elective		3.0	Elective	
Written Communication (Area 1A)		3.0	General Education	Fall
Humanities (Area 3B)		3.0	General Education	Fall
BUSN 40	Introduction to Business	3.0	Major/Required	
STAT C1000	Introduction to Statistics	4.0	Major/Required	

Term 2 - Spring Semester   **Units:** 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Critical Thinking GE (Area 1B)	➔]	3.0	General Education	Spring
Oral Communication (Area 1C)	➔]	3.0	General Education	Spring
ECON ~~1~~ C2001	Principles of Microeconomics	3.0	Major/Required	
MATH 33	Finite Mathematics	4.0	Major/Required	
OR				
MATH 34	Business Calculus	4.0	Major/Required	

➔] Gateway Course

Term 3 - Summer Semester | Units: 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECON ~~2~~ C2002	Principles of Macroeconomics	3.0	Major/Required	

Term 4 - Fall Semester | Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)		3.0	General Education	Fall
Arts (Area 3A)		3.0	General Education	
Physical Science with Lab (Area 5A/5C)		4.0	General Education	
BUSN 1A	Financial Accounting	4.0	Major/Required	

Term 5 - Spring Semester | Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Biological Science (Area 5B)		3.0	General Education	
Elective		4.0	Elective	

| BUSN 18 | Business Law | 3.0 | Major/Required |
| BUSN 1B | Managerial Accounting | 4.0 | Major/Required |

Total: 60.0

Technical Program Revision: Business Entrepreneurship - Associate of Arts Degree

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Technical Program Revision: Business Entrepreneurship - Associate of Arts Degree (Launched - Implemented 09-02-2025)

compared with

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

Business Entrepreneurship - Associate of Arts Degree

Program Title
Business Entrepreneurship

Award Type
Associate of Arts Degree

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The degree in Business Entrepreneurship is designed for a comprehensive background on all the aspects of creating a new business venture. Completion of this entrepreneurship degree provides students with critical knowledge and tools for planning and starting a new business. Completion demonstrates persistence, achievement, and may enhance job seeking. This program provides valuable preparation in proven business practices and with business ownership issues such as market focus, measurements of success, and developing a clear and useful business plan. Because some of the leading causes of failure in new businesses are poor risk management, lack of adequate capitalization, and mismanagement of resources, specific information is provided in these areas to help students make good business decisions that lead to success.

Program Requirements

Course	Title	Units	Term

Required Core: (18 Units)

			3.0
BUSN 18	Business Law	3rd	
			3.0
BUSN 40	Introduction to Business	1st	
			3.0
BUSN 45	Entrepreneurship	4th	
			3.0
BUSN 48	Human Relations in Organizations	4th	
			3.0
BUSN 56	Introduction to Management	3rd	
			3.0
MKTG 50	Introduction to Marketing	2nd	

List A: Select One Course from Each Area (12-13 Units)

Area 1			-
			3.0
BUSN 52	Business Communications	2nd	
			3.0
COMM C1000	Introduction to Public Speaking	2nd	
			-
Area 2			-
			4.0
BUSN 1A	Financial Accounting	3rd	
			3.0
BUSN 51	Accounting for Small Businesses	3rd	
			-
Area 3			-
			3.0
BUSN 58	Small Business Management	4th	
			3.0
MKTG 56	Marketing Strategies	4th	
			3.0
MKTG 61	Professional Selling	4th	
			-
Area 4			-
ECON 1 C2001	Principles of Microeconomics	2nd	3.0
			3.0
ECON 10	General Economics	2nd	

Total Units for the Major

30.0-31.0

Additional General Education and Elective Units

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

Recommended Electives: BUSN 20 International Business BUSN 30 Business Ethics and Society BUSN 33 The Fundamentals of Personal and Family Financial Planning BUSN 55 Business Math CIS 50 Introduction to Computing Information Technology GDDM 50 Graphic Design/ Digital Media Fundamentals) THEA 3 Th eater Improvisation WRKX 94 Occupational Work Experience/Internship WRKX 95 General Work Experience

Total: 60.0

Technical Program Revision: Business Entrepreneurship - Associate of Arts Degree

> Technical Program Revision: Business Entrepreneurship - Associate of Arts Degree (Launched - Implemented 09-02-2025)
> compared with
> Business Entrepreneurship - Associate of Arts Degree (Active - Implemented 08-15-2025)

Business Entrepreneurship - Associate of Arts Degree

The degree in Business Entrepreneurship is designed for a comprehensive background on all the aspects of creating a new business venture. Completion of this entrepreneurship degree provides students with critical knowledge and tools for planning and starting a new business. Completion demonstrates persistence, achievement, and may enhance job seeking. This program provides valuable preparation in proven business practices and with business ownership issues such as market focus, measurements of success, and developing a clear and useful business plan. Because some of the leading causes of failure in new businesses are poor risk management, lack of adequate capitalization, and mismanagement of resources, specific information is provided in these areas to help students make good business decisions that lead to success.

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

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

Term 1 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
STAT C1000 plus concurrent support		4.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
English Composition (Area 1A)		3.0	General Education	
AD Elective		3.0	Elective	
BUSN 40	Introduction to Business	3.0	Major/Required	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A - Area 1 Course		3.0	Major/Required	
List A - Area 4 Course		3.0	Major/Required	
MKTG 50	Introduction to Marketing	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 3 - Fall Semester   **Units:** 15.0-16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
American Institutions (Area 9)		3.0	General Education	
BUSN 18	Business Law	3.0	Major/Required	
BUSN ~~56~~ 58	~~Introduction to Management~~ Small Business Management	3.0	Major/Required	
Health (Area 8)		3.0	General Education	
List A - Area 2 Course		3.0 - 4.0	Major/Required	

Term 4 - Spring Semester   **Units:** 16.0-15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		1.0 - 0.0	Elective	
BUSN 45	Entrepreneurship	3.0	Major/Required	
BUSN 48	Human Relations in Organizations	3.0	Major/Required	
List A - Area 3 Course		3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

See Las Positas College General Education Pattern for Associate of Arts Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. Recommended Electives: BUSN 20 International Business BUSN 30 Business Ethics and Society BUSN 33 Personal Financial Management and Planning Math 55 Business Math CIS 50 Intro to Computing Info Tech GDDM 50 Introduction to Adobe Digital Tools THEA 3 Theater Improvisation WRKX 94 Occupational Work Experience/Internship WRKX 95 General Work Experience

Total: 60.0

Technical Program Revision: Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units)

> Technical Program Revision: Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units) (Launched - Implemented 09-04-2025)
> compared with
> Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units) (Active - Implemented 02-06-2025)

Commercial Music: Music Technology Fundamentals - Certificate of Achievement

Program Title
Commercial Music: Music Technology Fundamentals

Award Type
Certificate of Achievement (8 to fewer than 16 units)

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Certificate of Achievement in Commercial Music: Music Technology Fundamentals is designed for students who wish to learn or enhance their skills in the music technology and become proficient in industry standard software and equipment such as Logic, ProTools, Sibelius, and a variety of microphones and plug-ins. Completion of the program will give students the fundamental knowledge and hands-on experience needed to pursue a career in the field.

Program Requirements

Course	Title	Units	Term

Required Core: (7 Units)

			1.0
MUS 21A	Beginning Piano	1st	
			3.0
MUS 35	Introduction to Music Technology	1st	
			3.0
MUS 36	Intermediate Music Technology	2nd	

List A: Select One (1-2 Units)

			1.0
MUS 11	Commercial Music Combo	2nd	
			1.0
MUS 14	Jazz Workshop	2nd	
MUS ~~17A~~ 17	~~Jazz Combo 1~~	~~2nd~~	~~1.0~~
			1.0
~~MUS 17B~~	~~Jazz Combo 2~~ Jazz Combo	2nd	
			1.0
MUS 41	Instrumental Chamber Music	2nd	
			1.0
MUS 44	Concert Choir	2nd	
			2.0
MUS 45	Chamber Choir	2nd	
			2.0
MUS 46	Vocal Jazz Ensemble	2nd	
			1.0
MUS 48	Improvisation Lab	2nd	

List B: Select One (2-4 Units)

			2.0
MUS 6	Basic Music Skills	3rd	
			4.0
MUS 8A	Music Theory and Musicianship 1	3rd	

Total: 10.0-13.0

Technical Program Revision: Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units)

Technical Program Revision: Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units) (Launched - Implemented 09-04-2025)
compared with
Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units) (Active - Implemented 02-06-2025)

Commercial Music: Music Technology Fundamentals - Certificate of Achievement

The Certificate of Achievement in Commercial Music: Music Technology Fundamentals is designed for students who wish to learn or enhance their skills in the music technology and become proficient in industry standard software and equipment such as Logic, ProTools, Sibelius, and a variety of microphones and plug-ins. Completion of the program will give students the fundamental knowledge and hands-on experience needed to pursue a career in the field.

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

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

Term 1 - Fall Semester   **Units:** 6.0-8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 6	Basic Music Skills	2.0	Major/Required	
OR				
MUS 8A	Music Theory and Musicianship 1	4.0	Major/Required	
MUS 35	Introduction to Music Technology	3.0	Major/Required	
MUS 21A	Beginning Piano	1.0	Major/Required	

Term 2 - Spring Semester   **Units:** 4.0-5.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

List A Course		1.0 - 2.0	Major/Required
MUS 36	Intermediate Music Technology	3.0	Major/Required

Total: 10.0-13.0

Program Modification: Computational Biology - Certificate of Achievement (16 to fewer than 30 units)

Program Modification: Computational Biology - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-09-2025)
compared with
Computational Biology - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)

Computational Biology - Certificate of Achievement

Program Title
Computational Biology

Award Type
Certificate of Achievement (16 to fewer than 30 units)

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
Computational Biology uses data analysis, mathematical modeling, and computational simulation techniques to understand complex biological systems. The Computational Biology certificate provides coursework designed to train students entering careers that require the interpretation and analysis of large amounts of biological data. The objective of the certificate is to acquire skills in computer science, biology and statistics that can be applied to bioinformatics. Students may also wish to obtain the Associate of Arts in Computational Biology degree, which can be used to transfer to a university for a BA/BS degree in Computational Biology, Biotechnology, Bioinformatics, or related field.

Program Requirements

Course	Title	Units	Term

~~Required Core: (21 Units)~~ <u>Required Core: (26 Units)</u>

			<u>5.0</u>
<u>BIO 1R</u>	<u>Organismal Biology</u>	<u>2nd</u>	
			5.0
BIO 1C	Cell and Molecular Biology	3rd	
			4.0
BIO 2A	Bioinformatics	4th	
			5.0
CHEM 1A	General College Chemistry I	1st	
CS 7	Introduction to Computer Programming Concepts	1st	3.0
			4.0
STAT C1000	Introduction to Statistics	1st	

~~List A: Select One (5 Units)~~   -

			~~5.0~~
~~BIO 1A~~	~~General Botany~~	~~2nd~~	
			~~5.0~~
~~BIO 1B~~	~~General Zoology~~	~~2nd~~	

~~Although BIO 30 can be taken as a pre-req for BIO 2A, BIO 1C is required for the Computational Biology degree or certificate.~~

Total: 26.0

Program Modification: Computational Biology - Certificate of Achievement (16 to fewer than 30 units)

> **Program Modification: Computational Biology - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-09-2025)**
> compared with
> **Computational Biology - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)**

Computational Biology - Certificate of Achievement

Computational Biology uses data analysis, mathematical modeling, and computational simulation techniques to understand complex biological systems. The Computational Biology certificate provides coursework designed to train students entering careers that require the interpretation and analysis of large amounts of biological data. The objective of the certificate is to acquire skills in computer science, biology and statistics that can be applied to bioinformatics. Students may also wish to obtain the Associate of Arts in Computational Biology degree, which can be used to transfer to a university for a BA/BS degree in Computational Biology, Biotechnology, Bioinformatics, or related field.

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
CHEM 1A	General College Chemistry I	5.0	Major/Required	
CS 7	Introduction to Computer Programming Concepts	3.0	Major/Required	
STAT C1000 With Concurrent Support	Introduction to Statistics	4.0	Major/Required	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

BIO ~~1A~~ 1R   ~~5.0~~ ~~General Botany~~ Organismal Biology   5.0   Major/Required   -

~~OR~~

~~BIO 1B~~   ~~General Zoology~~   ~~5.0~~   ~~Major/Required~~   ~~-~~

Term 3 - Fall Semester   **Units:** 5.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1C	Cell and Molecular Biology	5.0	Major/Required	

Although Bio 30 can be taken as a pre-req for Bio 2A, Bio 1C is required for the Computational Biology degree or certificate.

Term 4 - Spring Semester   **Units:** 4.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 2A	Bioinformatics	4.0	Major/Required	

Total: 26.0

Program Requirements Comparison

Technical Program Revision: Computer Information Technologist - Associate of Science Degree

Technical Program Revision: Computer Information Technologist - Associate of Science Degree (Launched - Implemented 09-04-2025)

compared with

Computer Information Technologist - Associate of Science Degree (Active - Implemented 08-15-2025)

Computer Information Technologist - Associate of Science Degree

Program Title
Computer Information Technologist

Award Type
Associate of Science Degree

Effective Term
~~Fall 2021~~

Fall 2026

Program Description

~~The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.~~

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will

be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.

Program Requirements

Course	Title	Units	Term

Required Core: (21 Units)

CIS 43	Professional Communications	2nd	3.0
OR			
CNT 43	Professional Communications	2nd	3.0
OR			
CS 43	Professional Communications	2nd	3.0
CIS 60	Systems Analysis and Design	3rd	3.0
CIS 66	Networking Fundamentals	1st	3.0
OR			
CNT 52	Networking Fundamentals	1st	3.0
CIS 9002	Introduction to Database Management	4th	3.0
CNT 69	Network Security; CompTIA Security + Certification	4th	3.0
CS 7	Introduction to Computer Programming Concepts	1st	3.0
CS 41	Red Hat Linux Administration I	3rd	3.0
OR			
CNT 7401	Red Hat Linux Administration I	3rd	3.0

List A: Select from the Following (10 Units)

Programming Electives			-
CS 2	Computing Fundamentals II	3rd	4.0
CS 20	Advanced Programming with Data Structures/C++	3rd	4.0
			-
Networking/A+ Electives			-
CNT 51	CompTIA's A+ Certification Computer Technician	3rd	4.0
CNT 55	~~MCSA I Windows Server Installation, Storage, and Compute~~ Windows Server Installation, Storage, and Compute	3rd	3.0
CNT 56	~~MCSA II Networking with Windows Server~~ Networking with Windows Server	4th	3.0

			-
~~Database/Project Management Electives~~ Database/Project Management Elective			-
CIS 62	Project Management		3.0
~~CIS 9001~~	~~Database Design Methodology~~	4th	~~3.0~~

List B: Select One (4 Units)

CS 1	Computing Fundamentals I	4th	4.0
CS 31	Java Programming	2nd	4.0

List C: Select One (3 Units)

CS 47	Capstone Project	4th	3.0
WRKX 94	Occupational Work Experience/Internship	4th	3.0
WRKX 95	General Work Experience	4th	3.0

Total Units for the Major

	38.0

Additional General Education and Elective Units

	22.0

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

Total: 60.0

Technical Program Revision: Computer Information Technologist - Associate of Science Degree

Technical Program Revision: Computer Information Technologist - Associate of Science Degree (Launched - Implemented 09-04-2025)
compared with
Computer Information Technologist - Associate of Science Degree (Active - Implemented 08-15-2025)

Computer Information Technologist - Associate of Science Degree

~~The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.~~

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered

CS 7	Introduction to Computer Programming Concepts	3.0	Major/Required	
CIS 66	Networking Fundamentals	3.0	Major/Required	
OR				
CNT 52	Networking Fundamentals	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 43	Professional Communications	3.0	Major/Required	
OR				
CNT 43	Professional Communications	3.0	Major/Required	
OR				
CS 43	Professional Communications	3.0	Major/Required	
List B Course		4.0	Major/Required	
MATH 47		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 60	Systems Analysis and Design	3.0	Major/Required	
CS 41	Red Hat Linux Administration I	3.0	Major/Required	
OR				
CNT 7401	Red Hat Linux Administration I	3.0	Major/Required	
List A Course		3.0	Major/Required	
List A Course		3.0	Major/Required	

Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 69	Network Security; CompTIA Security + Certification	3.0	Major/Required	
CIS 9002	Introduction to Database Management	3.0	Major/Required	
List A Course		4.0	Major/Required	
List C Course		3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 60.0

Technical Program Revision: Economics - Associate in Arts Degree for Transfer

Technical Program Revision: Economics - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)
compared with
Economics - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Economics - Associate in Arts Degree for Transfer

Program Title
Economics

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Economics. 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 this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term

Required Core: (14-15 Units)

ECON ~~1~~ C2001	Principles of Microeconomics	1st	3.0
ECON ~~2~~ C2002	Principles of Macroeconomics	2nd	3.0
MATH 1	Calculus I	2nd	5.0
OR			
MATH 34	Business Calculus	2nd	4.0
STAT C1000	Introduction to Statistics	1st	4.0

List A: Select One (3-5 Units)

BUSN 1A	Financial Accounting	3rd	4.0
BUSN 1B	Managerial Accounting	3rd	4.0
CS 1	Computing Fundamentals I	3rd	4.0
CS 7	Introduction to Computer Programming Concepts	3rd	3.0
CIS 50	Introduction to Computing Information Technology	3rd	3.0
MATH 2	Calculus II	3rd	5.0
MATH 33	Finite Mathematics	3rd	4.0

List B: Select One (3-5 Units)

Any List A course not already used.		4th	3.0-5.0
MATH 3	Multivariable Calculus	4th	5.0
MATH 7	Elementary Linear Algebra	4th	3.5

Total Units for the Major

	20.0-25.0

Additional General Education and Elective Units

	35.0-40.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the

optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Economics - Associate in Arts Degree for Transfer

Technical Program Revision: Economics - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Economics - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Economics - Associate in Arts Degree for Transfer

The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Economics. 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 this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

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

Term 1 - Fall Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECON ~~1~~ C2001	Principles of Microeconomics	3.0	Major/Required	
STAT C1000	Introduction to Statistics	4.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		5.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECON ~~2~~ C2002	Principles of Macroeconomics	3.0	Major/Required	
MATH 1 OR	Calculus I	5.0	Major/Required	
MATH 34	Business Calculus	4.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Physical Science with Lab (Area 5A and 5C)		4.0	General Education	
AD Elective		0.0 - 1.0	Elective	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0 - 5.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Biological Sciences (Area 5B)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
AD Elective	1.0 - 3.0	Elective	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0 - 5.0	Major/Required	
*Humanities (Area 3B)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	4.0 - 6.0	Elective	

*Course can also be used to satisfy American Institutions CSU grad requirement (see catalog)

Total: 60.0

Technical Program Revision: Engineering Technology - Associate of Science Degree

Technical Program Revision: Engineering Technology - Associate of Science Degree (Launched - Implemented 09-04-2025)

compared with

Engineering Technology - Associate of Science Degree (Active - Implemented 08-15-2025)

Engineering Technology - Associate of Science Degree

Program Title
Engineering Technology

Award Type
Associate of Science Degree

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Associate of Science in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

Program Requirements

Course	Title	Units	Term

~~*Required Core: (21 Units)*~~ *Required Core: (29 Units)*

			2.0
ENGR 1	Introduction to Engineering	1st	
			3.0
ENGR 23	Engineering Graphics	2nd	
			3.0
ENGR 37	Applied Statics and Materials	5th	
			4.0
MATH 21	Precalculus	2nd	
			4.0
MATH 39	Trigonometry	1st	
			3.0
PHYS 10	Descriptive Physics	4th	
			1.0
PHYS 10L	Descriptive Physics Laboratory	4th	
			4.0
WLDT 10	Machining for the Metal Trades	2nd	
			3.0
WLDT 61	Welding Ferrous Metals	1st	
OR			
			3.0
WLDT 62	Welding Nonferrous Metals	1st	
			2.0
WLDT 62AL	GTAW Skills Laboratory	1st	

List A: Select One (4 Units)

~~Option 1~~

ENGR 50	Introduction to Electronic Systems and Measurements	4th	4.0

~~Option 2~~
OR

			2.0
WLDT 63	Welding Layout and Fitting	4th	
AND			
			2.0
WLDT 79	Manufacturing Processes	4th	

List B: Select One (3 Units)

			3.0
WRKX 94	Occupational Work Experience/Internship	3rd	

			3.0
WRKX 95	General Work Experience	3rd	

List C: Select One Option (6-8 Units) ~~-~~

~~-~~

~~Option 1~~

~~4.0~~

~~MATH 39~~ ~~Trigonometry~~
~~AND~~

~~4.0~~

~~MATH 21~~ ~~Precalculus~~

~~-~~

~~-~~

~~-~~

~~Option 2~~

~~6.0~~

~~MATH 22~~ ~~Precalculus & Trigonometry~~

~~-~~

~~-~~

~~-~~

~~Option 3~~

~~4.0~~

~~MATH 30~~ ~~College Algebra for STEM~~
~~AND~~

~~4.0~~

~~MATH 39~~ ~~Trigonometry~~

Total Units for the Major

~~34.0~~ 36.0

Additional General Education and Elective Units

24.0 ~~26.0~~

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

Total: 60.0

Technical Program Revision: Engineering Technology - Associate of Science Degree

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Technical Program Revision: Engineering Technology - Associate of Science Degree (Launched - Implemented 09-04-2025)

compared with

Engineering Technology - Associate of Science Degree (Active - Implemented 08-15-2025)

Engineering Technology - Associate of Science Degree

The Associate of Science in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

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

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

Term 1 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 61	Welding Ferrous Metals	3.0	Major/Required	
OR				
WLDT 62	Welding Nonferrous Metals	3.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	
MATH 39	Trigonometry	4.0	Major/Required	
WLDT 62AL	GTAW Skills Laboratory	2.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 21	Precalculus	4.0	Major/Required	
ENGR 23	Engineering Graphics	3.0	Major/Required	
WLDT 10	Machining for the Metal Trades	4.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course		~~3.0~~ 1.0 - 3.0	Major/Required	

Term 4 - Fall Semester — **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PHYS 10	Descriptive Physics	3.0	Major/Required	
PHYS 10L	Descriptive Physics Laboratory	1.0	Major/Required	
List A Course		2.0 - 4.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
AD Elective		5.0 - 3.0	General Education	

Term 5 - Spring Semester — **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 37	Applied Statics and Materials	3.0	Major/Required	
List B Course or Elective		2.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	

Arts and Humanities (Area 3)	3.0	General Education
AD Elective	3.0	Elective

Total: 60.0

Technical Program Revision: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units)

Technical Program Revision: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 09-04-2025)

compared with

Engineering Technology - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2025)

Engineering Technology - Certificate of Achievement

Program Title
Engineering Technology

Award Type
Certificate of Achievement (30 to fewer than 60 units)

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Certificate of Achievement in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

Program Requirements

Course	Title	Units	Term

~~*Required Core: (21 Units)*~~ *Required Core: (29 Units)*

			2.0
ENGR 1	Introduction to Engineering	1st	
			3.0
ENGR 23	Engineering Graphics	2nd	
			3.0
ENGR 37	Applied Statics and Materials	5th	
			4.0
MATH 21	Precalculus	2nd	
			3.0
PHYS 10	Descriptive Physics	4th	
			1.0
PHYS 10L	Descriptive Physics Laboratory	4th	
			4.0
MATH 39	Trigonometry	1st	
			4.0
WLDT 10	Machining for the Metal Trades	2nd	
			3.0
WLDT 61	Welding Ferrous Metals	1st	
OR			
			3.0
WLDT 62	Welding Nonferrous Metals	1st	
			2.0
WLDT 62AL	GTAW Skills Laboratory	1st	

~~*List A: Select One Group (4 Units)*~~ *List A: Select One (4 Units)*

			–
~~Group 1~~			
ENGR 50	Introduction to Electronic Systems and Measurements	4th	4.0
			–
–			
OR			
			–
~~Group 2~~			
			2.0
WLDT 63	Welding Layout and Fitting	4th	
AND			
			2.0
WLDT 79	Manufacturing Processes	4th	

List B: Select One (3 Units)

WRKX 94

Occupational Work Experience/Internship

3.0

3rd

WRKX 95

General Work Experience

3.0

3rd

List C: Select One (6-8 Units)

-

Option 1

-

MATH 39

Trigonometry

4.0

AND

MATH 21

Precalculus

4.0

-

-

Option 2

-

MATH 22

Precalculus & Trigonometry

6.0

-

-

Option 3

-

MATH 30

College Algebra for STEM

4.0

AND

MATH 39

Trigonometry

4.0

Total: ~~34.0~~ 36.0

4.0

Technical Program Revision: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units)

> Technical Program Revision: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 09-04-2025)
> compared with
> Engineering Technology - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2025)

Engineering Technology - Certificate of Achievement

The Certificate of Achievement in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

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

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

Term 1 - Fall Semester   **Units:** 11.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 39	Trigonometry	4.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	
WLDT 62AL	GTAW Skills Laboratory	2.0	Major/Required	
WLDT 61	Welding Ferrous Metals	3.0	Major/Required	
OR				
WLDT 62	Welding Nonferrous Metals	3.0	Major/Required	

Term 2 - Spring Semester   **Units:** 11.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 21	Precalculus	4.0	Major/Required	
ENGR 23	Engineering Graphics	3.0	Major/Required	
WLDT 10	Machining for the Metal Trades	4.0	Major/Required	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course		~~3.0~~ 1.0 - 3.0	Major/Required	

Term 4 - Fall Semester   **Units:** 6.0-8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		2.0 - 4.0	Major/Required	
PHYS 10	Descriptive Physics	3.0	Major/Required	
PHYS 10L	Descriptive Physics Laboratory	1.0	Major/Required	

Term 5 - Spring Semester   **Units:** 5.0-3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 37	Applied Statics and Materials	3.0	Major/Required	
List B Course (if needed)		2.0 - 0.0	Major/Required	

Total: 36.0

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

Technical Program Revision: Fitness Trainer - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-04-2025)
compared with
Fitness Trainer - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-22-2024)

Fitness Trainer - Certificate of Achievement

Program Title
Fitness Trainer

Award Type
Certificate of Achievement (16 to fewer than 30 units)

Effective Term
~~Fall 2024~~

Fall 2026

Program Description
The Fitness Trainer Certificate of Achievement is designed to prepare students to be employed in the area of fitness training as personal trainers/instructors and as group fitness instructors. The courses that are offered in the certificate are to prepare students to sit for a nationally recognized fitness organization and will provide a strong foundation in the field of Kinesiology. Students who have successfully completed BIO 7A and BIO 7B may substitute them for BIO 50.

Program Requirements

Course	Title	Units	Term

Required Core: (14 Units)

			4.0
BIO 50	Anatomy and Physiology	2nd	
			3.0
HEA 1	Introduction to Personal Health	1st	
			3.5
KIN 6	Personal Trainer	2nd	
			3.0
KIN 30	Introduction to Kinesiology	1st	
EMS 70	~~CPR for Health Care Providers~~ CPR for Healthcare Providers	1st	0.5

List A: Select Two (2 Units)

			1.0
KIN AF1	Aerobic Fitness 1		
			~~1.0~~
~~KIN AF2~~	~~Aerobic Fitness 2~~		
			~~1.0~~
~~KIN BX1~~	~~Box Aerobics 1~~		
			~~1.0~~
~~KIN BX2~~	~~Box Aerobics 2~~		
			~~1.0~~
~~KIN CT1~~	~~Circuit Training 1~~		
			~~1.0~~
~~KIN CYCL1~~	~~Cycling 1~~		
			~~1.0~~
~~KIN CYCL2~~	~~Cycling 2~~	1st	
			1.0
KIN DA1	Dance Aerobics 1		
			~~1.0~~
~~KIN FC~~	~~Fitness Center~~		
			~~1.0~~
~~KIN FD~~	~~Fitness Development~~	1st	
			1.0
KIN GBW1	Guts and Butts Workout 1	2nd	
			1.0
KIN PL1	Pilates 1	1st	
			1.0
KIN PL2	Pilates 2		
			~~1.0~~
~~KIN SD1~~	~~Salsa Dance Aerobics 1~~	2nd	
			1.0
KIN WT1	Weight Training 1	1st	
			1.0
KIN WT2	Weight Training 2	2nd	

			1.0
KIN WTW1	Women's Weight Training 1	1st	
			1.0
KIN WTW2	Women's Weight Training 2	2nd	
			1.0
KIN ZUM1	Zumba Fitness Workout 1	1st	

Total: 16.0

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

Technical Program Revision: Fitness Trainer - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-04-2025)

compared with

Fitness Trainer - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-22-2024)

Fitness Trainer - Certificate of Achievement

The Fitness Trainer Certificate of Achievement is designed to prepare students to be employed in the area of fitness training as personal trainers/instructors and as group fitness instructors. The courses that are offered in the certificate are to prepare students to sit for a nationally recognized fitness organization and will provide a strong foundation in the field of Kinesiology. Students who have successfully completed BIO 7A and BIO 7B may substitute them for BIO 50.

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

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

Term 1 - Fall Semester

Units: 7.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
~~BIO 50~~ KIN 30	~~Anatomy and Physiology~~ Introduction to Kinesiology	~~4.0~~ 3.0	Major/Required	
HEA 1	Introduction to Personal Health	3.0	Major/Required	-
EMS 70	CPR for Healthcare Providers	0.5	Major/Required	-
List A Course		1.0	Major/Required	-

Term 2 - Spring Semester

Units: 8.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 50	Anatomy and Physiology	4.0	Major/Required	
KIN 6	Personal Trainer	3.5	Major/Required	
KIN 30	Introduction to Kinesiology	3.0		

List A Course -

EMS 70	CPR for Health Care Providers	0.5		-

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
KIN AF1	Aerobic Fitness 1	1.0	-	-
KIN AF2	Aerobic Fitness 2	1.0		-
KIN BX1	Box Aerobics 1	1.0		-
KIN BX2	Box Aerobics 2	1.0		-
KIN CT1	Circuit Training 1	1.0		-
KIN CYCL1	Cycling 1	1.0		-
KIN CYCL2	Cycling 2	1.0		-
KIN DA1	Dance Aerobics 1	1.0		-
KIN FC	Fitness Center	1.0		-
KIN FD	Fitness Development	1.0		-
KIN GBW1	Guts and Butts Workout 1	1.0		-
KIN PL1	Pilates 1	1.0		-
KIN PL2	Pilates 2	1.0		-
KIN SD1	Salsa Dance Aerobics 1	1.0		-
KIN WT1	Weight Training 1	1.0		-

KIN WT2	Weight Training 2	1.0	-
KIN WTW1	Women's Weight Training 1	1.0	-
KIN WTW2	Women's Weight Training 2	1.0	-
KIN ZUM1	Zumba Fitness Workout 1	1.0	-

Total: 16.0

Technical Program Revision: Global Studies - Associate in Arts Degree for Transfer

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Technical Program Revision: Global Studies - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Global Studies - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Global Studies - Associate in Arts Degree for Transfer

Program Title
Global Studies

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2024~~

Fall 2026

Program Description
The Global Studies in Associate in Arts for Transfer degree provides the student with the skills to navigate today's globalized world, where people of different cultures, nations, and world views are coming into contact more than ever before. The major will help students recognize and respond to this cultural interconnectedness through courses devoted to the study of cultures and societies, economic and political systems, geography, and language. Students will develop the skills of balancing personal and cultural beliefs with different ways of thinking, understanding and working through conflict, and increasing their comfort with cross-cultural interaction in their communities, work relationships, civic life, and travel experiences. Understanding the global dimensions of societal developments and challenges will boost students' critical thinking skills and make them valuable assets to future employers. Students completing the Associate in Arts in Transfer in Global Studies degree receive a guarantee of admission with junior status into the California State University System.

Program Requirements

Course	Title	Units	Term

Required Core: (6 units)

GS 1	Introduction to Global Studies	3.0
OR		
SOC 5	Introduction to Global Studies	3.0
GS 2	Political, Economic, and Cultural Globalization	3.0

List A: Select Five Courses from at least Four of the Following Areas
(15-19 units)

Area 1: Culture and Society		-
ANTR 3	Cultural Anthropology	3.0
HIST 2	Western Civilization since 1600	3.0
HIST 4	World History since 1500	3.0
		-
Area 2: Geography		-
GEOG 1	Introduction to Physical Geography	3.0
GEOG 2	Cultural Geography	3.0
GEOG 5	World Regional Geography	3.0
		-
Area 3: Economics		-
ECON ~~2~~ C2002	Principles of Macroeconomics	3.0
		-
Area 4: Politics		-
POLI 20	Comparative Government	3.0
POLI 25	Introduction to Political Theory	3.0
POLI 30	International Relations	3.0
		-
Area 5: Humanities		-
ENG 41	Modern World Literature	3.0
RELS 1	Religions of the World	3.0
SPAN 2A	Intermediate Spanish I	4.0
SPAN 2B	Intermediate Spanish II	4.0
SPAN 21	Spanish for Spanish Speakers I	5.0
SPAN 22	Spanish for Spanish Speakers II	5.0

Total Units for the Major

21.0-25.0

Additional General Education and Elective Units

35.0-39.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General

degree. See the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Global Studies - Associate in Arts Degree for Transfer

Technical Program Revision: Global Studies - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Global Studies - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Global Studies - Associate in Arts Degree for Transfer

The Global Studies in Associate in Arts for Transfer degree provides the student with the skills to navigate today's globalized world, where people of different cultures, nations, and world views are coming into contact more than ever before. The major will help students recognize and respond to this cultural interconnectedness through courses devoted to the study of cultures and societies, economic and political systems, geography, and language. Students will develop the skills of balancing personal and cultural beliefs with different ways of thinking, understanding and working through conflict, and increasing their comfort with cross-cultural interaction in their communities, work relationships, civic life, and travel experiences. Understanding the global dimensions of societal developments and challenges will boost students' critical thinking skills and make them valuable assets to future employers. Students completing the Associate in Arts in Transfer in Global Studies degree receive a guarantee of admission with junior status into the California State University System.

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

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

Term 1 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GEOG 2	Cultural Geography	3.0	Major/Required	
OR				
GEOG 5	World Regional Geography	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	
Humanities (Area 3B)		3.0	General Education	
CSU Elective		2.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECON ~~2~~ C2002	Principles of Macroeconomics	3.0	Major/Required	
List A Course		3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
STAT C1000		4.0	General Education	
CSU Elective		3.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GS 1	Introduction to Global Studies	3.0	Major/Required	
OR				
SOC 5	Introduction to Global Studies	3.0	Major/Required	
GEOG 1	Introduction to Physical Geography	3.0	Major/Required	
List A Course		3.0	Major/Required	

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GEOG 1L		1.0	General Education	
Oral Communication (Area 1C)		3.0	General Education	
CSU Elective		2.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GS 2	Political, Economic, and Cultural Globalization	3.0	Major/Required	
Biological Science (Area 5B)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
CSU Electives		6.0	Elective	

Total: 60.0

Technical Program Revision: History - Associate in Arts Degree for Transfer

Technical Program Revision: History - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)
compared with
History - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

History - Associate in Arts Degree for Transfer

Program Title
History

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2020~~

Fall 2026

Program Description
The discipline of history helps to nurture an informed public and is, therefore, of vital importance to a democratic society. The program for the Associates in Arts in History for Transfer exposes students to the great historical arguments on these issues, and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in History will learn the tools of critical thinking. They will be expected to apply their skills to a variety of historical narratives. The transfer degree is especially intended to assist students in transferring into the California State University System. Students completing the degree receive a guarantee of admission with junior status into the California State University System and will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of History or a similar major.

Program Requirements

Course	Title	Units	Term

Required Core: (6 units)

HIST ~~7~~ C1001	~~US History Through Reconstruction~~ United States History to 1877	3.0
HIST ~~8~~ C1002	~~US History Post-Reconstruction~~ United States History since 1865	3.0

List A: Select Two (6 units)

HIST 1	Western Civilization to 1600	3.0
OR		
HIST 3	World History to 1500	3.0
HIST 2	Western Civilization since 1600	3.0
OR		
HIST 4	World History since 1500	3.0

List B: Select one course from each area (6 units)

Area 1		-
HIST 25	American Indian History	3.0
HIST 32	U.S. Women's History	3.0
		-
Area 2		-
HIST 14	History and American Cultures of California	3.0
HIST 28	History of American West	3.0

Total Units in the Major

	18.0

General Education and Electives

	42.0

See the Las Positas College California State University General Education-Breadth or the Intersegmental General Education Transfer Curriculum (for CSU) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: History - Associate in Arts Degree for Transfer

Technical Program Revision: History - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

History - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

History - Associate in Arts Degree for Transfer

The discipline of history helps to nurture an informed public and is, therefore, of vital importance to a democratic society. The program for the Associates in Arts in History for Transfer exposes students to the great historical arguments on these issues, and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in History will learn the tools of critical thinking. They will be expected to apply their skills to a variety of historical narratives. The transfer degree is especially intended to assist students in transferring into the California State University System. Students completing the degree receive a guarantee of admission with junior status into the California State University System and will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of History or a similar major.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
HIST ~~7~~ C1001 ~~US History Through Reconstruction~~ United States History to 1877	3.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Cannot be a HIST course			
English Composition (Area 1A)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
CSU Elective	3.0	Elective	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
HIST ~~8~~ C1002 ~~US History Post-Reconstruction~~ United States History since 1865	3.0	Major/Required	
List B Course	3.0	Major/Required	
Critical Thinking and Composition (Area 1B)	3.0	General Education	
MATH 47	3.0	General Education	
CSU Elective	3.0	Elective	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
List B Course	3.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Biological Science (Area 5B)	3.0		

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

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
Physical Science (Area 5A)	3.0	General Education	
Laboratory (Area 5C)	1.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
CSU Electives	5.0	Elective	

Total: 60.0

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

Technical Program Revision: Jazz Studies - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-04-2025)
compared with
Jazz Studies - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2021)

Jazz Studies - Certificate of Achievement

Program Title
Jazz Studies

Award Type
Certificate of Achievement (16 to fewer than 30 units)

Effective Term
~~Fall 2021~~

Fall 2026

Program Description
The Certificate of Achievement in Jazz Studies provides creative and innovative training in all styles of jazz for students who wish to become working professionals. Concentrations of study include performance, theory, ear training, history, improvisation, music industry studies, and keyboard skills. Students are provided many opportunities to hone their skills in ensemble settings, individual practice, and The program maintains an active articulation agreement with the California Jazz Conservatory in Berkeley, for those students who wish to go on to earn a BM in Jazz Studies.

Program Requirements

Course	Title	Units	Term

Required Core: (18 Units)

			3.0
MUS 4	Jazz in American Culture	1st	
			4.0
MUS 8A	Music Theory and Musicianship 1	1st	
			4.0
MUS 8B	Music Theory and Musicianship 2	2nd	
			1.0
MUS 18A	Jazz/Pop Piano 1	1st	
			3.0
MUS 37	Music Business	2nd	
MUS 38	Applied Lessons* Must take two semesters of Applied Lessons	1st	2.0
			1.0
MUS 48	Improvisation Lab	2nd	

List A: Select Two (2-3 Units)

			1.0
MUS 11	Commercial Music Combo	1st	
			1.0
MUS 14	Jazz Workshop	1st	
			1.0
MUS 15	Jazz Ensemble	2nd	
MUS ~~17A~~ 17	~~Jazz Combo 1~~ Jazz Combo		1.0
~~MUS 17B~~	~~Jazz Combo 2~~	2nd	~~1.0~~
			2.0
MUS 46	Vocal Jazz Ensemble	2nd	

*Must take two semesters of Applied Lessons

Total: 20.0-21.0

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

> Technical Program Revision: Jazz Studies - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-04-2025)
>
> compared with
>
> Jazz Studies - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2021)

Jazz Studies - Certificate of Achievement

The Certificate of Achievement in Jazz Studies provides creative and innovative training in all styles of jazz for students who wish to become working professionals. Concentrations of study include performance, theory, ear training, history, improvisation, music industry studies, and keyboard skills. Students are provided many opportunities to hone their skills in ensemble settings, individual practice, and The program maintains an active articulation agreement with the California Jazz Conservatory in Berkeley, for those students who wish to go on to earn a BM in Jazz Studies.

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: 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		1.0	Major/Required	-
MUS 4	Jazz in American Culture	3.0	Major/Required	
MUS 8A	Music Theory and Musicianship 1	4.0		-
MUS 8B	Music Theory and Musicianship 2	4.0	Major/Required	
MUS 18A	Jazz/Pop Piano 1	1.0	Major/Required	-
MUS 38	Applied Lessons	1.0	Major/Required	-

Term 2 - Spring Semester

Units: 10.0

Course - Units	MAJ/GEN/ELEC		Semester(s) Offered
MUS 8B	Music Theory and Musicianship 2	4.0	Major/Required
MUS 37	Music Business	3.0	Major/Required
MUS 38	Applied Lessons *	~~2.0~~ 1.0	Major/Required
MUS 48	Improvisation Lab	1.0	-

~~*~~ ~~Must take two semesters of Applied Lessons~~

Course - Units	MAJ/GEN/ELEC		Semester(s) Offered
~~MUS 11~~	~~Commercial Music Combo~~	~~1.0~~	Major/Required
~~MUS 14~~ ~~Jazz Workshop~~ ~~1.0~~			

List A Course -

~~MUS 15~~	~~Jazz Ensemble~~	1.0	-
	Major/Required		
~~MUS 17A~~	~~Jazz Combo 1~~	~~1.0~~	-
~~MUS 17B~~	~~Jazz Combo 2~~	~~1.0~~	-
~~MUS 46~~	~~Vocal Jazz Ensemble~~	~~2.0~~	-

Total: 20.0 ~~**21.0**~~

Technical Program Revision: Journalism - Associate in Arts Degree for Transfer

Technical Program Revision: Journalism - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Journalism - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Journalism - Associate in Arts Degree for Transfer

Program Title
Journalism

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Associate in Arts in Journalism for Transfer is based on the Transfer Model Curriculum for Journalism. Upon successful completion of the program requirements, students will have guaranteed admission to some California State University (CSU) campuses. The Associate in Arts in Journalism for Transfer provides students with a broad understanding of the principles, roles, techniques, and effects of media in society as well as experience in the application of these principles to the student media. The broad-based focus of the program serves to hone and refine students' reading, writing, speaking, cultural literacy, and critical thinking skills, enabling them to succeed in an academic environment or in the workplace and providing specific hands-on skills.

Program Requirements

Course	Title	Units	Term

Required Core: (9 units)

JAMS 1	Introduction to Mass Communications	3.0
JAMS 11	Introduction to Reporting and Newswriting	3.0
JAMS 21A	Express College Newspaper A	3.0

List A: Select One (3 Units)

JAMS 3	Introduction to Public Relations	3.0
JAMS 12	Introduction to Photojournalism	3.0
OR		
PHTO 72	Introduction to Photojournalism	3.0
JAMS 21B	Express College Newspaper B	3.0
JAMS 23	Multimedia Reporting	3.0

List B: Select Two (6-8 Units)

CMST 4	Introduction to Communication Studies	3.0
CMST 46	Argumentation and Debate	3.0
ECON ~~1~~ C2001	Principles of Microeconomics	3.0
OR		
ECON ~~2~~ C2002	Principles of Macroeconomics	3.0
ENGL C1001	Critical Thinking and Writing	3.0
HIST ~~7~~ C1001	~~US History Through Reconstruction~~ United States History to 1877	3.0
HIST ~~8~~ C1002	~~US History Post-Reconstruction~~ United States History since 1865	3.0
PHIL 6	Introduction to Logic	3.0
OR		
PHIL 8	Logic and Argumentation	4.0
POLI 20	Comparative Government	3.0
POLS C1000	American Government and Politics	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
OR		
SOC 3	Introduction to Race and Ethnicity	3.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

	18.0-20.0

Additional General Education and Elective Units

	40.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number

of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Journalism - Associate in Arts Degree for Transfer

Technical Program Revision: Journalism - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)
compared with
Journalism - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Journalism - Associate in Arts Degree for Transfer

The Associate in Arts in Journalism for Transfer is based on the Transfer Model Curriculum for Journalism. Upon successful completion of the program requirements, students will have guaranteed admission to some California State University (CSU) campuses. The Associate in Arts in Journalism for Transfer provides students with a broad understanding of the principles, roles, techniques, and effects of media in society as well as experience in the application of these principles to the student media. The broad-based focus of the program serves to hone and refine students' reading, writing, speaking, cultural literacy, and critical thinking skills, enabling them to succeed in an academic environment or in the workplace and providing specific hands-on skills.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 1	Introduction to Mass Communications	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	
CSU Elective		6.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 11	Introduction to Reporting and Newswriting ➜]	3.0	Major/Required	Spring
Oral Communication (Area 1C)		3.0	General Education	
List B Course		3.0	Major/Required	
Humanities (Area 3B)		3.0	General Education	
STAT C1000 or MATH 47 (Area 2)		3.0 - 4.0	General Education	
CSU Elective		1.0 - 0.0	Elective	

➜] Gateway Course

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 21A	Express College Newspaper A	3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
List B Course		3.0	Major/Required	
Physical Science (Area 5A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Biological Science with Lab (Area 5B and 5C)	4.0	General Education	
CSU Elective	4.0	Elective	

Technical Program Revision: Marketing - Associate of Arts Degree

Technical Program Revision: Marketing - Associate of Arts Degree (Launched - Implemented 09-04-2025)

compared with

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

Marketing - Associate of Arts Degree

Program Title
Marketing

Award Type
Associate of Arts Degree

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Marketing Associate of Arts degree provides students with entry-level career paths in marketing management, e-commerce, advertising and promotions, public relations, social media coordinator, sales, retail, and customer service. Marketing is a vital function of any business' operation. It explores customer perceptions and journeys as primary sources of profit. It also utilizes various data to make smart and insightful business decisions. Students will complete course work that emphasizes customer segmentation, marketing plans, management, marketing research, consumer behavior, customer service, sales, social media marketing, and marketing communication.

Program Requirements

Course	Title	Units	Term

Required Core: (18 Units)

BUSN 18	Business Law	4th	3.0
BUSN 40	Introduction to Business	1st	3.0
BUSN 55	Business Mathematics	1st	3.0
MKTG 50	Introduction to Marketing	2nd	3.0
MKTG 56	Marketing Strategies	4th	3.0
MKTG 61	Professional Selling	3rd	3.0

List A: Select One (3-4 Units)

BUSN 1A	Financial Accounting	3rd	4.0
BUSN 51	Accounting for Small Businesses	3rd	3.0

List B: Select One (3 Units)

BUSN 48	Human Relations in Organizations	3rd	3.0
BUSN 52	Business Communications	3rd	3.0
COMM C1000	Introduction to Public Speaking	3rd	3.0

List C: Select One (3 Units)

ECON ~~1~~ C2001	Principles of Microeconomics	2nd	3.0
ECON ~~2~~ C2002	Principles of Macroeconomics	2nd	3.0
ECON 10	General Economics	2nd	3.0

List D: Select One (3 Units)

BUSN 45	Entrepreneurship	2nd	3.0
BUSN 58	Small Business Management	2nd	3.0
BUSN 86	Management Strategies & Dilemmas	2nd	3.0
BUSN 87	Organizational Management and Leadership	2nd	3.0

List E: Select from Below (3 Units)

			3.0
BUSN 56	Introduction to Management	4th	
			1.0-3.0
WRKX 94	Occupational Work Experience/Internship	4th	
			1.0-3.0
WRKX 95	General Work Experience	4th	

Total Units for the Major

	33.0-34.0

Additional General Education and Electives

	26.0-27.0

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

Total: 60.0

Technical Program Revision: Marketing - Associate of Arts Degree

Technical Program Revision: Marketing - Associate of Arts Degree (Launched - Implemented 09-04-2025)

compared with

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

Marketing - Associate of Arts Degree

The Marketing Associate of Arts degree provides students with entry-level career paths in marketing management, e-commerce, advertising and promotions, public relations, social media coordinator, sales, retail, and customer service. Marketing is a vital function of any business' operation. It explores customer perceptions and journeys as primary sources of profit. It also utilizes various data to make smart and insightful business decisions. Students will complete course work that emphasizes customer segmentation, marketing plans, management, marketing research, consumer behavior, customer service, sales, social media marketing, and marketing communication.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Health (Area 8)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
English Composition (Area 1A)		3.0	General Education	
BUSN 55	Business Mathematics	3.0	Major/Required	
BUSN 40	Introduction to Business	3.0	Major/Required	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MKTG 50	Introduction to Marketing	3.0	Major/Required	
List C Course		3.0	Major/Required	
List D Course		3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
STAT C1000 plus concurrent support		4.0	General Education	

Term 3 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MKTG 61	Professional Selling	3.0	Major/Required	
List A Course		3.0 - 4.0	Major/Required	
List B Course		3.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
AD Elective		1.0 - 0.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BUSN 18	Business Law	3.0	Major/Required	
MKTG 56	Marketing Strategies	3.0	Major/Required	
List E Course		3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
American Institutions (Area 9)		3.0	General Education	

Total: 60.0

Technical Program Revision: Music - Associate of Arts Degree

Technical Program Revision: Music - Associate of Arts Degree (Launched - Implemented 09-04-2025)

compared with

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

Music - Associate of Arts Degree

Program Title
Music

Award Type
Associate of Arts Degree

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Associate of Arts in Music offers a secure foundation for further study in music, and is designed to prepare students to transfer to many four-year colleges. Courses in the Music Department will fulfill the needs of music majors, professional musicians, and those whose interest is recreational. Students who obtain this degree will have completed the common core of lower division courses, including piano courses required for a CSU baccalaureate degree in Music, as well as most UCs and private institutions.

Program Requirements

Course	Title	Units	Term

Required Core: (22 units)

MUS 8A	Music Theory and Musicianship 1	1st	4.0
MUS 8B	Music Theory and Musicianship 2	2nd	4.0
MUS 10A	Music Theory and Musicianship 3	3rd	4.0
MUS 10B	Music Theory and Musicianship 4	4th	4.0
MUS 21A	Beginning Piano	1st	1.0
OR			
MUS 18A	Jazz/Pop Piano 1	1st	1.0
MUS 21B	Intermediate Piano	2nd	1.0
OR			
MUS 18B	Jazz/Pop Piano 2	2nd	1.0
MUS 38	Applied Lessons* To be taken four times	1st	4.0

List A: Select from Below (4 Units)

MUS 1	Introduction to Music	2nd	3.0
MUS 3	World Music	3rd	3.0
MUS 4	Jazz in American Culture	3rd	3.0
MUS 5	American Cultures in Music	3rd	3.0
MUS 13	History of Rock & Roll	4th	3.0
MUS 18A	Jazz/Pop Piano 1** May only be selected for List A if not taken as part of Required Core	2nd	1.0
MUS 18B	Jazz/Pop Piano 2**	4th	1.0
MUS 19	~~Studies in Music Composition~~ Music Composition	4th	3.0
MUS 22A	Scoring for Film and Multimedia 1	4th	3.0
MUS 23A	Elementary Voice	2nd	1.0
			1.0

Course	Title	Semester	Units
MUS 23B	Intermediate Voice	4th	1.0
MUS 31	Study of Piano	4th	1.0
MUS 34	Music in Film	4th	3.0
MUS 35	Introduction to Music Technology	4th	3.0
MUS 36	Intermediate Music Technology	4th	3.0
MUS 37	Music Business	4th	3.0

List B: Select from Below (4 Units)

Course	Title	Semester	Units
MUS 11	Commercial Music Combo	1st	1.0
MUS 14	Jazz Workshop	1st	1.0
MUS 15	Jazz Ensemble	2nd	1.0
MUS 16	Philharmonic Orchestra	2nd	1.0
MUS ~~17A~~ 17	~~Jazz Combo 1~~ Jazz Combo		1.0
~~MUS 17B~~	~~Jazz Combo 2~~	2nd	~~1.0~~
MUS 41	Instrumental Chamber Music	3rd	1.0
MUS 44	Concert Choir	3rd	1.0
MUS 45	Chamber Choir	3rd	2.0
MUS 46	Vocal Jazz Ensemble	4th	2.0
MUS 48	Improvisation Lab	4th	1.0

Total Units for the Major

30.0

Additional General Education and Elective Units

30.0

The Associate Degree is conferred upon those students who complete the required 60 or moresemester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units mustbe earned at Las Positas College. In addition, students must complete a General Education pattern inorder to earn a degree: see the Las Positas College Associate Degree General Education Pattern or theCalifornia General

Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses.Double counting courses in GE and the major is permissible. The number of units that may be doublecounted will depend on the entry point to the degree program, the optional course(s) taken, and theGE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor toplan the courses necessary to achieve your academic goal.

**May only be selected for List A if not taken as part of Required Core
*To be taken four times

Total: 60.0

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		2.0	Elective	
MUS 21B	Intermediate Piano	1.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
List B Course		1.0	Major/Required	
MUS 8B	Music Theory and Musicianship 2	4.0		
MATH 47 (Area 2)		3.0	General Education	
Critical Thinking and Oral Communication (Area 1B)		3.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 3	World Music	3.0	Major/Required	
OR				
MUS 4	Jazz in American Culture	3.0	Major/Required	
OR				
MUS 5	American Cultures in Music	3.0	Major/Required	
MUS 10A	Music Theory and Musicianship 3	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
List B Course		1.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 10A	Music Theory and Musicianship 3	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
List A Course		1.0	Major/Required	
List B Course		1.0	Major/Required	

Kinesiology (Area 7)	1.0	General Education
Natural Sciences (Area 5)	3.0	General Education
Social and Behavioral Sciences (Area 4)	3.0	General Education

Total: 60.0

Technical Program Revision: Music - Associate in Arts Degree for Transfer

Technical Program Revision: Music - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Music - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Music - Associate in Arts Degree for Transfer

Program Title
Music

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2023~~

Fall 2026

Program Description
A student earning the Associate in Arts in Music for Transfer Degree will utilize the theoretical elements of music to improve performance; perform music with regard to good use of pitch, tone, balance and expression; read and memorize music; improvise (as appropriate) and interpret music. Courses in the Music Department are designed to fulfill the needs of music majors, professional musicians, and those whose interest is avocational or recreational. Completion of the Associate in Arts in Music for Transfer Degree will provide a streamlined pathway for transfer to a CSU campus with a Music or similar major. Students are encouraged to contact a counselor and consult the Catalog for guidance when planning to transfer to a four-year institution in this major. Although not required to receive the AA-T in Music, the LPC Music department strongly recommends that its AA-T students complete MUS 1 – Music Literature and piano courses MUS 21A and 21B in preparation for piano placement exams. Students entering the BA in Music will be required to take placement exams in music theory and piano and audition on their major instrument.

Program Requirements

Course	Title	Units	Term

Required Core: (12 units)

MUS 8A	Music Theory and Musicianship 1	4.0
MUS 8B	Music Theory and Musicianship 2	4.0
MUS 10A	Music Theory and Musicianship 3	4.0

Applied Music: Must take Four Semesters (4 Units)

MUS 38	Applied Lessons	4.0

Large Ensemble: Select Four (4-8 Units)

MUS 11	Commercial Music Combo	1.0
MUS 14	Jazz Workshop	1.0
MUS 15	Jazz Ensemble	1.0
MUS 16	Philharmonic Orchestra	1.0
MUS ~~17A~~ 17	~~Jazz Combo 1~~	~~1.0~~
~~MUS 17B~~	~~Jazz Combo 2~~ Jazz Combo	1.0
MUS 41	Instrumental Chamber Music	1.0
MUS 44	Concert Choir	1.0
MUS 45	Chamber Choir	2.0
MUS 46	Vocal Jazz Ensemble	2.0
MUS 48	Improvisation Lab	1.0

List A: (5 Units)

MUS 10B	Music Theory and Musicianship 4	4.0
MUS 21A	Beginning Piano	1.0

Total Units in the Major

25.0-29.0

Additional General Education and Elective Units

31.0-35.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Music - Associate in Arts Degree for Transfer

> **Technical Program Revision: Music - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)**
> compared with
> **Music - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)**

Music - Associate in Arts Degree for Transfer

A student earning the Associate in Arts in Music for Transfer Degree will utilize the theoretical elements of music to improve performance; perform music with regard to good use of pitch, tone, balance and expression; read and memorize music; improvise (as appropriate) and interpret music. Courses in the Music Department are designed to fulfill the needs of music majors, professional musicians, and those whose interest is avocational or recreational. Completion of the Associate in Arts in Music for Transfer Degree will provide a streamlined pathway for transfer to a CSU campus with a Music or similar major. Students are encouraged to contact a counselor and consult the Catalog for guidance when planning to transfer to a four-year institution in this major. Although not required to receive the AA-T in Music, the LPC Music department strongly recommends that its AA-T students complete MUS 1 – Music Literature and piano courses MUS 21A and 21B in preparation for piano placement exams. Students entering the BA in Music will be required to take placement exams in music theory and piano and audition on their major instrument.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 8A	Music Theory and Musicianship 1	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
Large Ensemble Course		1.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
CSU Elective		3.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 8B	Music Theory and Musicianship 2	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
Large Ensemble Course		1.0	Major/Required	
Oral Communication (Area 1C)		3.0	General Education	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
MATH 47		3.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 10A	Music Theory and Musicianship 3	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
Large Ensemble Course		1.0	Major/Required	
Humanities (Area 3B)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 10B	Music Theory and Musicianship 4	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
Large Ensemble Course		1.0	Major/Required	
Biological Science (Area 5B)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Laboratory (Area 5C)	1.0	General Education
CSU Elective	2.0	Elective

Total: 60.0

Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer

Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Nutrition and Dietetics - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Nutrition and Dietetics - Associate in Science Degree for Transfer

Program Title
Nutrition and Dietetics

Award Type
Associate in Science Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Associate in Science in Nutrition and Dietetics for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Nutrition and Dietetics such as a Registered Dietitian (RD), Nutritionist, Licensed Nutritionist and Dietetic Technician Registered (DTR) to name a few. Completion of the Nutrition and Dietetics degree will provide a streamlined pathway for transfer to a CSU campus with a Nutrition Science or similar major. 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. There are UC unit limitations with Chemistry courses; please see a counselor for details if you are pursuing transfer to the UC system

Program Requirements

Course	Title	Units	Term

Required Core: (16 Units)

BIO 7C	Microbiology	5.0
CHEM 1A	General College Chemistry I	5.0
NTRN 1	Introduction to Nutrition Science	3.0
PSYC C1000	Introduction to Psychology	3.0

List A: Select Two (9-10 Units)

CHEM 1B	General College Chemistry II	5.0
CHEM 12A	Organic Chemistry I	5.0
BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
STAT C1000	Introduction to Statistics	4.0

List B: Select One (3-5 Units)

CHEM 12B	Organic Chemistry II	5.0
CHEM 30A	Introductory and Applied Chemistry I	4.0
CHEM 30B	Introductory and Applied Chemistry II	4.0
ECON ~~1~~ C2001	Principles of Microeconomics	3.0
ECON ~~2~~ C2002	Principles of Macroeconomics	3.0
SOC 1	Principles of Sociology	3.0

Total Units for the Major

	28.0-31.0

Additional General Education and Elective Units

	29.0-32.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer

Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Nutrition and Dietetics - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Nutrition and Dietetics - Associate in Science Degree for Transfer

The Associate in Science in Nutrition and Dietetics for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Nutrition and Dietetics such as a Registered Dietitian (RD), Nutritionist, Licensed Nutritionist and Dietetic Technician Registered (DTR) to name a few. Completion of the Nutrition and Dietetics degree will provide a streamlined pathway for transfer to a CSU campus with a Nutrition Science or similar major. 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. There are UC unit limitations with Chemistry courses; please see a counselor for details if you are pursuing transfer to the UC system

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

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

Term 1 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NTRN 1	Introduction to Nutrition Science	3.0	Major/Required	
BIO 30		4.0	General Education	
Prerequisite for BIO 7C				
English Composition (Area 1A)		3.0	General Education	
STAT C1000 Area 2	Introduction to Statistics	4.0	Major/Required	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PSYC C1000	Introduction to Psychology	3.0	Major/Required	
CHEM 1A	General College Chemistry I	5.0	Major/Required	
Elective		4.0	Elective	
Oral Communication (Area 1C)		3.0	General Education	

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

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

Term 4 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CSU Elective		5.0	Elective	
ECON 1 or 2 or SOC 1 Area 4		3.0	Major/Required	

Course	Units	MAJ/GEN/ELEC	
Critical Thinking and Composition (Area 1B)	3.0	General Education	
Humanities (Area 3B)	3.0	General Education	

Term 5 - Spring Semester   **Units:** 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts (Area 3A)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
CSU Elective	8.0	Elective	

Total: 60.0

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

Technical Program Revision: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-04-2025)
compared with
Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)

Physical Therapy Aide - Certificate of Achievement

Program Title
Physical Therapy Aide

Award Type
Certificate of Achievement (16 to fewer than 30 units)

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

Program Requirements

Course	Title	Units	Term

Required Core: (15 Units)

KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED	2nd	3.0
KIN 17	Introduction to Athletic Training and Sports Medicine	1st	4.0
KIN 18A	Athletic Training Practicum 1	1st	1.0
KIN 18B	Athletic Training Practicum 2	2nd	1.0
KIN 19	Care and Prevention of Athletic Injuries	2nd	3.0
EMS 62	Basic Medical Terminology	1st	3.0

List A: Select One (1 Unit)

KIN AR1	Archery 1 - Beginning Archery	2nd	1.0
KIN BD1	Badminton 1	2nd	1.0
KIN BK1	Basketball 1	2nd	1.0
KIN BL1	Bowling 1	2nd	1.0
KIN DA1	Dance Aerobics 1	2nd	1.0
KIN FJW1	Fitness Jog Walk 1	2nd	1.0
KIN GF1	Golf 1	2nd	1.0
KIN GBW1	Guts and Butts Workout 1	2nd	1.0
KIN ~~JDR1~~	~~Jujutsu - Danzan Ryu 1~~	~~2nd~~	~~1.0~~
~~KIN~~ PF	Personal Fitness	2nd	1.0
KIN PIC1	Pickleball 1	2nd	1.0
KIN PL1	Pilates 1	2nd	1.0
KIN SI1	Soccer - Indoor 1	2nd	1.0
KIN SO1	Soccer - Outdoor 1	2nd	1.0
KIN SW1	Swimming 1	2nd	1.0

			1.0
KIN SWF1	Swimming for Fitness 1	2nd	
			1.0
KIN VB1	Volleyball Beginning	2nd	
			1.0
KIN WT1	Weight Training 1	2nd	
			1.0
KIN WTW1	Women's Weight Training 1	2nd	
			1.0
KIN YO1	Yoga 1	2nd	

Total: 16.0

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

> **Technical Program Revision: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-04-2025)**
> compared with
> **Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)**

Physical Therapy Aide - Certificate of Achievement

The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

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

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

Term 1 - Fall Semester   **Units:** 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
KIN 17	Introduction to Athletic Training and Sports Medicine	4.0	Major/Required	
KIN 18A	Athletic Training Practicum 1	1.0	Major/Required	
EMS 62	Basic Medical Terminology	3.0	Major/Required	

Term 2 - Spring Semester   **Units:** 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		1.0	Major/Required	
KIN 18B	Athletic Training Practicum 2	1.0	Major/Required	
KIN 19	Care and Prevention of Athletic Injuries	3.0	Major/Required	
KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED ➥	3.0	Major/Required	Spring

➥ Gateway Course

Total: 16.0

LAS POSITAS
C O L L E G E

Technical Program Revision: Political Science - Associate in Arts Degree for Transfer

Technical Program Revision: Political Science - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Political Science - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Political Science - Associate in Arts Degree for Transfer

Program Title
Political Science

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Las Positas College Political Science program offers courses that lead to an Associate in Arts in Political Science for Transfer Degree. 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 this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution

Program Requirements

Course	Title	Units	Term

Required Core: Select Three (9 Units)

POLS C1000	American Government and Politics	1st	3.0
POLI 20	Comparative Government	2nd	3.0
POLI 25	Introduction to Political Theory	2nd	3.0
POLI 30	International Relations	2nd	3.0

List A: Select Two (6-7 Units)

	Any course not selected from Required Core	4th	3.0
STAT C1000	Introduction to Statistics	1st	4.0
POLI 12	Introduction to California State and Local Government	4th	3.0

List B: Select One (3-4 Units)

	Any course not selected from Required Core or List A	3rd	3.0-4.0
HIST ~~7~~ C1001	~~US History Through Reconstruction~~ United States History to 1877	1st	3.0
HIST ~~8~~ C1002	~~US History Post-Reconstruction~~ United States History since 1865	1st	3.0
GS 1	Introduction to Global Studies	3rd	3.0
OR			
SOC 5	Introduction to Global Studies	3rd	3.0

Total Units for the Major

	18.0-19.0

Additional General Education and Elective Units

	40.0-41.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Political Science - Associate in Arts Degree for Transfer

Technical Program Revision: Political Science - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Political Science - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Political Science - Associate in Arts Degree for Transfer

The Las Positas College Political Science program offers courses that lead to an Associate in Arts in Political Science for Transfer Degree. 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 this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CSU Elective		3.0	Elective	
English Composition (Area 1A)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	
HIST ~~7~~ C1001	~~US History Through Reconstruction~~ United States History to 1877	3.0	Major/Required	
OR HIST ~~8~~ C1002	~~US History Post-Reconstruction~~ United States History since 1865	3.0	Major/Required	
POLS C1000	American Government and Politics	3.0	Major/Required	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
POLI 20	Comparative Government	3.0	Major/Required	
OR				
POLI 25	Introduction to Political Theory	3.0	Major/Required	
OR				
POLI 30	International Relations	3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
STAT C1000	Introduction to Statistics	4.0	Major/Required	
CSU Elective		5.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
POLI 20	Comparative Government	3.0	Major/Required	
OR				
POLI 25	Introduction to Political Theory	3.0	Major/Required	
OR				
POLI 30	International Relations	3.0	Major/Required	
List B Course		3.0	Major/Required	
Oral Communication (Area 1C)			General Education	
Biological Sciences (Area 5B)		3.0	General Education	
CSU Elective		3.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
Physical Sciences with Lab (Area 5A/5C)		4.0	General Education	

Ethnic Studies (Area 6)	3.0	General Education
Elective (Non-political science Area 4 required if Soc 5 not taken for List B. If complete, elective units still required.)	5.0	Elective

Total: 60.0

Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer

Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Social Work and Human Services - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Social Work and Human Services - Associate in Arts Degree for Transfer

Program Title
Social Work and Human Services

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Las Positas College Social Work and Human Services program offers courses that lead to an Associate in Social Work and Human Services for Transfer degree. The major requirements for this degree are designed to ensure that students are well-prepared for transfer and for work in the human services field, providing students with the fundamental understanding of the principles of Social Work and Human Services as well as experience in the application of these principles. Participation in Social Work and Human Services classes develops critical thinking, personal growth, cultural sensitivity, active listening, problem sensitivity, presentation skills, and an understanding of the theories, perspectives, principles, and concepts behind Social Work and Human Services. Students will have guaranteed admission to a California State University (CSU) campus in a similar major upon successful completion of the program requirements. Students should speak with a counselor to determine whether or not this degree is the best option for their transfer goals.

Program Requirements

Course	Title	Units	Term

Required Core: (22-23 Units)

PCN 5	Introduction to Social Work and Human Services	3.0
PCN 50	Social Work and Human Services Seminar	1.0
PCN 50L	Social Work and Human Services Fieldwork	2.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0
STAT C1000	Introduction to Statistics	4.0
BIO 20	Contemporary Human Biology	3.0
OR		
BIO 30	Introduction to College Biology	4.0
OR		
BIO 50	Anatomy and Physiology	4.0
ECON ~~1~~ C2001	Principles of Microeconomics	3.0
OR		
ECON ~~2~~ C2002	Principles of Macroeconomics	3.0

List A: Select Two (6 Units)

AJ 50	Introduction to Administration of Justice	3.0
ANTR 3	Cultural Anthropology	3.0
CMST 11	Intercultural Communication	3.0
ECE 56	Child Growth and Development	3.0
ECE 62	Child, Family and Community	3.0
PCN 13	~~Multicultural Issues in Contemporary America~~ Cultural Identity and Diversity in Social Work and Human Services	3.0
PCN 35	Drugs, Health, and Society	3.0
PSYC 6	Abnormal Psychology	3.0
PSYC 12	Life-Span Psychology	3.0
SOC 3	Introduction to Race and Ethnicity	3.0
OR		
ETHS 6	Introduction to Race and Ethnicity	3.0
SOC 6	Social Problems	3.0

Total Units in the Major

		28.0-29.0

Additional General Education and Elective Units

Total Units		31.0-32.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the

optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer

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Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Social Work and Human Services - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Social Work and Human Services - Associate in Arts Degree for Transfer

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The Las Positas College Social Work and Human Services program offers courses that lead to an Associate in Social Work and Human Services for Transfer degree. The major requirements for this degree are designed to ensure that students are well-prepared for transfer and for work in the human services field, providing students with the fundamental understanding of the principles of Social Work and Human Services as well as experience in the application of these principles. Participation in Social Work and Human Services classes develops critical thinking, personal growth, cultural sensitivity, active listening, problem sensitivity, presentation skills, and an understanding of the theories, perspectives, principles, and concepts behind Social Work and Human Services. Students will have guaranteed admission to a California State University (CSU) campus in a similar major upon successful completion of the program requirements. Students should speak with a counselor to determine whether or not this degree is the best option for their transfer goals.

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

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

Term 1 - Fall Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PCN 5	Introduction to Social Work and Human Services	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
~~MATH 40 (Area 2)~~ STAT (Area 2)		4.0	General Education	
Arts (Area 3A)		3.0	General Education	
CSU Elective		1.0	Elective	

Term 2 - Spring Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PSYC C1000	Introduction to Psychology	3.0		
BIO 10	Introduction to the Science of Biology	4.0	Major/Required	
OR				
BIO 20	Contemporary Human Biology	3.0	Major/Required	
OR				
BIO 30	Introduction to College Biology	4.0	Major/Required	
OR				
BIO 50	Anatomy and Physiology	4.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Humanities (Area 3B)		3.0	General Education	
CSU Elective		3.0 - 2.0	Elective	

Term 3 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SOC 1	Principles of Sociology	3.0	Major/Required	
List A Course		3.0	Major/Required	

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication (Area 1C)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
CSU Elective		3.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PCN 50	Social Work and Human Services Seminar	1.0	Major/Required	
PCN 50L	Social Work and Human Services Fieldwork	2.0	Major/Required	
ECON ~~1~~ C2001	Principles of Microeconomics	3.0	Major/Required	
OR ECON ~~2~~ C2002	Principles of Macroeconomics	3.0	Major/Required	
List A Course		3.0	Major/Required	
Physical Science with Lab (Area 5A and 5C)		4.0	General Education	
CSU Elective		2.0	Elective	

Total: 60.0

Technical Program Revision: Studio Arts - Associate in Arts Degree for Transfer

Technical Program Revision: Studio Arts - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Studio Arts - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Studio Arts - Associate in Arts Degree for Transfer

Program Title
Studio Arts

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
This Associate in Arts in Studio Arts for Transfer degree is designed to prepare students for transfer to a CSU institution to continue their studies toward earning a B.A. in Art or Studio Arts. The students who earn a Studio Arts AA-T degree will have an understanding of art and design concepts, the ability to communicate using visual media, and will possess a portfolio of work reflecting their knowledge, techniques, and creativity gained during the course of study.

Program Requirements

Course	Title	Units	Term

Required Core: (12 units)

~~ARHS 5~~ ARTH C1200	~~Western Art History - Renaissance to Contemporary~~ Survey of Art from the Renaissance to Contemporary	3.0
ARTS 2A	Introduction to Drawing	3.0
ARTS 23	2-D Design	3.0
ARTS 24	Three-Dimensional Design and Modeling	3.0

List A: Select One (3 units)

ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	3.0
~~ARHS 4~~ ARTH C1100	~~Western Art History - Ancient to Medieval~~ Survey of Art from Prehistory to the Medieval Era	3.0
ARHS 8	Asian Art History	3.0

List B: Select One Course from Three Curricular Areas (9 units)

Color		-
ARTS 26	Color Theory	3.0
OR		
GDDM 51	Color Theory	3.0
		-
Drawing		-
		~~3.0~~
~~ARTS 2B~~	~~Drawing and Composition~~	
ARTS 3A	Figure and Composition I	3.0
		-
Painting		-
ARTS 7A	Introduction to Watercolor Painting	3.0
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0
		-
Photography		-
PHTO 50	Introduction to Photography	3.0
		-
Second Semester Course		-
ARTS 12B	Oil/Acrylic Painting: Beginning II	3.0

Total Units in the Major

	24.0

General Education and Electives

	36.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of

units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Studio Arts - Associate in Arts Degree for Transfer

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Studio Arts - Associate in Arts Degree for Transfer

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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: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 2A	Introduction to Drawing	3.0	Major/Required	
ARTS 23	2-D Design	3.0	Major/Required	
ARTH C1200	Survey of Art from the Renaissance to Contemporary	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Humanities (Area 3B)		3.0	General Education	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 24	Three-Dimensional Design and Modeling	3.0	Major/Required	
List A Course		3.0	Major/Required	
List B Course		3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
MATH 47 (Area 2)		3.0	General Education	

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC

Course		Units	MAJ/GEN/ELEC	
~~ARTS 2A~~	~~Introduction to Drawing~~	~~3.0~~	~~Major/Required~~	~~-~~
~~ARTS 23~~	~~2-D Design~~	~~3.0~~	~~Major/Required~~	~~-~~
~~ARHS 5~~	~~Western Art History – Renaissance to Contemporary~~	~~3.0~~	~~Major/Required~~	~~-~~
~~English Composition (Area 1A)~~		~~3.0~~	~~General Education~~	~~-~~
~~Humanities (Area 3B)~~		3.0	General Education	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
HIST 7 (Area 4 and American Institutions)	3.0	General Education	
Oral Communication (Area 1C)	3.0	General Education	
Biological Sciences (Area 5B)	3.0	General Education	
CSU Elective	3.0	Elective	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
Physical Science (Area 5A)	3.0	General Education	
Laboratory (Area 5C)	1.0	General Education	
Ethnic Studies (Area 6)	3.0	Major/Required	
POLS C1000 (Area 4 and American Institutions)	3.0	General Education	
CSU Elective	2.0	Elective	

5.6. Policies

- CCP 1100 Pass/No Pass Limitations
- CCP 1110 Course Substitution/Waiver Approval Process

CCP 1100 PASS/NO PASS LIMITATIONS

Associate Degrees for Transfer

A maximum of 14 units of "P" (pass) may be applied toward the Associate in Arts for Transfer or Associate in Science for Transfer degrees.

Associate Degrees

A maximum of 75% of the units required to earn an Associate of Arts or Associate of Science degree may be "P" (pass).

Certificates

100% of the units required to earn a Certificate of Achievement, Certificate of Accomplishment, Certificate of Completion, or Certificate of Competency may be "P" (pass).

Adopted: October XX, 2025

CCP 1110 COURSE SUBSTITUTION/WAIVER APPROVAL PROCESS

A course substitution or waiver request for a program requirement requires the approval of the Program Discipline Faculty Coordinator and their Division Dean. A course substitution request involving an Associate Degree for Transfer requires the approval of the Articulation Officer instead of a Division Dean.

If the two parties disagree, the Las Positas College Academic Senate will make the final determination.

Adopted: October XX, 2025