# Las Positas College

# Curriculum Committee Meeting

# 11/02/2026

# 5.0 First Reading Packet

# 5.1. New Courses

- MIND 10 Mindfulness in Everyday Life
- NCIS 288B Word Processing Advanced: MS Word, Google Docs, AI Tools
- NMIN 210 Mindfulness in Everyday Life
- NMIN 215 Mindfulness, Meditation and Self Compassion for Older Adults
- PCN 3XX Theories and Concepts of Counseling: An Introduction
- PCN 6XX Introduction to Case Management for Human Services
- PCN 50XX Social Work and Human Services Fieldwork
- PSYC 24 Introductory Statistics for the Behavioral and Social Sciences

LAS POSITAS COLLEGE

# Admin Outline for Mindfulness 10
# Mindfulness in Everyday Life

**Effective:** Fall 2027

## Catalog Description:

### MIND 10 - Mindfulness in Everyday Life
### 3.00 Units

This course offers a comprehensive exploration of mindful awareness, bridging historical foundations with modern research. Students will master both foundational and advanced meditative practices while examining the biological mechanisms that drive well-being. By analyzing the physiological, psychological, and societal impacts of mindfulness, participants will develop the practical skills necessary to reduce stress, sharpen attention, and foster resilient relationships in their everyday lives.

3 Units Lecture

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

## Course Grading:

Optional

**Justification for course proposal**

This course provides a structured, evidence-based framework for teaching students how to integrate mindful awareness into everyday life. This includes applying mindfulness techniques to aid in self-awareness, anxiety and stress reduction, improving health, and cultivating wise action and serenity.  This course complements MIND 15 through shifting focus from mindfulness and self-compassion to learning and deepening meditation skills to support daily practice and integration of present moment awareness.  Both these courses together will form a foundation for a new certificate in Meditation and Mindfulness.

## Discipline:

Religious Studies.

## Number of Times Course May Be Taken for Credit:

## Student Learning Outcomes

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

A. Apply relational mindfulness and focused attention strategies to improve communication, mitigate academic stressors (such as test anxiety and procrastination), and foster ethical engagement within their campus and global communities.
B. Utilize mindfulness-based protocols (such as RAIN) to identify, investigate, and regulate difficult emotional states and "hindrances" while intentionally cultivating pro-social traits like self-compassion, equanimity, and gratitude.
C. Synthesize the neuroscience of mindfulness—including the roles of the prefrontal cortex, amygdala, and the Autonomic Nervous System—to explain how contemplative practices influence stress resilience, emotional regulation, and neuroplasticity.
D. Demonstrate proficiency in both formal and informal mindfulness modalities, including the ability to apply specific meditative anchors (breath, sound, and somatic sensations) to navigate daily life activities and transitions.

## Course Objectives:

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

A. Examine how systemic inequities, cultural backgrounds, and diverse physical or neurological abilities influence individual experiences of stress and mindfulness, and apply inclusive, accessible practices to foster equity within personal and shared mindfulness spaces.
B. Learn and develop the essential components of mindfulness meditation practices, including methods for posture, awareness practices, thought patterns, anchors, emotional regulation, concentration vs. meditation.
C. Investigate the relationship of stress to the mind/body experience.
D. Examine the foundational and historical events of mindfulness.
E. Demonstrate proficiency in both mind-centered and body-based meditation techniques and effectively communicate the nuances of their internal experiences
F. Evaluate diverse methodologies for embedding mindful awareness into routine daily activities to establish a sustainable, long-term habit of mindfulness.
G. Distinguish between and intentionally cultivate emotional states, including gratitude, joy, kindness, compassion, and equanimity.
H. Analyze common cognitive and environmental obstacles to mindfulness and integrate strategic solutions into a consistent personal practice.
I. Summarize the current neuroscience and neuroplasticity research that underlies the effectiveness of mindfulness meditation.
J. Examine the application of mindfulness within the college environment to lessen test anxiety, manage procrastination, foster meaningful relationships and a sense of belonging.
K. Demonstrate proficiency in the four primary modes of mindful awareness: focused attention, open monitoring (choiceless awareness), investigational inquiry, and natural/non-dual awareness.
L. Apply practical skills of relational mindfulness to facilitate more authentic and effective communication within diverse social contexts.
M. Synthesize emerging theories, practices, and research regarding the impact of mindfulness on holistic mental and physical well-being.

N. Identify mindful awareness as both a path for personal development and a catalyst for ethical engagement within the classroom, the campus, and the global community

## Course Content:

1. Fundamentals of Mindfulness Meditation
    1. Formal Practice Modalities
        1. Sitting and Standing
        2. Mindful Walking
    2. Informal Practice and Daily Integration
        1. Physical: Standing, Walking, and Eating
        2. Transition States: Waiting and Sensory Environment
        3. Relational: Deep Listening and Conscious Speaking/Responding
        4. Cognitive: Mindful Writing and the STOP Practice (Stop, Take a breath, Observe, Proceed)
    3. Environment and Physical Postures
        1. Visual Orientation: Eyes Open vs. Eyes Closed
        2. Spaces: Nature, Home, and Communal Locations
        3. Managing Environmental and Internal Distractions
        4. Elements of Practice: Cushions, Chairs, and Lying Down positions
        5. Technological Support: Web-based meditation applications
    4. Internal and External Anchors
        1. Physiological Anchors: Breath and Somatic Sensations
        2. Environmental Anchors: Sound, Visual Objects, and Imagery
    5. Developmental Stages of Awareness
        1. Focused Attention
        2. Investigative Inquiry
        3. Open Monitoring /Choiceless Awareness
        4. Non-Dual Awareness Natural State
    6. Navigating the Wandering Mind
        1. Identifying Cognitive Difficulty and Resistance
        2. The Art of Mental Labeling
    7. Embodiment and Somatic Awareness
        1. Mindful Movement and the "Flow State"
        2. Physicality as a Doorway to Presence
        3. Conscious Embodiment: Achieving Full Connection
        4. Guided Body Scanning and Somatic Tracking
        5. Mindful Approaches to Physical Pain and Discomfort
    8. Sustainable Practice & Habit Formation
        1. Incremental Progression
        2. Reflective Praxis: Journaling and Contemplative Writing
        3. Community Engagement: Retreats and Peer Support
        4. Integration of Wisdom and Ethical Action
        5. Curation of Online Resources and Digital Support
    9. Spheres of Mindfulness
        1. Academic Success and Cognitive Performance

2. Career Development/Vocational Path
3. Familial and Interpersonal Communication
4. Professional Relationships
5. Social Responsibility and Activism

2. Historical Precedents of Mindfulness
    1. From Ancient Traditions to Modern Secular Mindfulness
    2. The Intersection of Evidence-Based Research and Practice
    3. Mindfulness as a Tool for Social Change
3. Mindfulness Studies: Theory and Practice
    1. Mindfulness Investigation
        1. Literary Analysis
        2. Experiential Analysis
        3. Comparative Evaluation of Contemporary Theories
        4. Neuroscience, the Bio-Psycho-Social Health Models
    2. The Autonomic Nervous System (ANS)
        1. The Parasympathetic Branch: Recovery and Homeostasis
        2. The Sympathetic Branch: Stress Response (Fight, Flight, Freeze)
        3. Trauma-Informed Mindfulness and Resourcing Techniques
    3. Applied Neuroplasticity
        1. The Default Mode Network (The Wandering Mind)
        2. Executive Function: The Prefrontal Cortex
        3. Emotional Processing: The Amygdala and Hippocampus
    4. The Physiology of Stress and Resilience
    5. Mechanisms of Emotional Self-Regulation
    6. Distinguishing Between "States" (Temporary) and "Traits" (Permanent)
4. The Nature of Impermanence
    1. The Transient Nature of the Human Experience
    2. Observing Change in Nature and the Environment
5. Obstacles to Presence/The Hindrances
    1. Attachment: Craving, Ego, and Competing Priorities
    2. Aversion: Boredom, Resistance, and Fear
    3. Agitation: Restlessness and Intense Emotional Turbulence
    4. Hesitation: Doubt in Self and the Efficacy of Practice
6. Mindfulness-Based Emotional Intelligence
    1. Cultivating Positive Mind States
        1. The Architecture of Happiness
        2. Heart-Centered Practices: Loving-Kindness (Metta), Self-Compassion, and Equanimity
    2. Transforming Reactive Mind States
        1. Mapping the Somatic Impact of Negative Emotions
        2. Deconstructing the Inner Critic
        3. Identifying Internal and Environmental Triggers
        4. The RAIN Protocol:
            1. Recognize: Labeling Emotion
            2. Allow: Acceptance of Direct Experience
            3. Investigate: Mind/Body Experieince

4. Nurture: Cultivate Compassionate Response
5. Cognitive Reframing and Perspective Shifting

## Methods of Instruction:

1. Classroom Activity - Students participate in a variety of classroom activities
2. Demonstration - Demonstration of various mindfulness movement, practices, and activities
3. Discussion - Discussion about class content or assigned practices
4. Field Trips - Field trips both on and off campus
5. Individualized Instruction - Students meet with instructor 1-2 times
6. Written Exercises - Students complete a variety of written analysis assignments
7. Student Presentations - Students present information on specific teachers and experts in mindfulness
8. Observation - Students increase observation skills through practiced noticing
9. Lecture - Instructor provides short lectures to introduce key ideas
10. Projects - Students work together on projects and presentations
11. Audio-visual Activity - Students watch short film clips or videos

## Methods of Evaluation

A. Class Participation
    1. weekly - students gather in small groups to discuss and participate in classroom mindfulness activities
B. Field Trips
    1. Three per semester, students visit mindfulness gatherings or workshops
C. Group Projects
    1. 1 group project creating a classroom demonstration
D. Home Work
    1. Weekly — mindfulness practice assignments
E. Individual consultation with students
    1. At least twice in the semester to work with student projects.
F. Oral Presentation
    1. Students present at least twice in the semester regarding a mindfulness project of their choosing.
G. Research Projects
    1. Once per semester students research a contributor to the Mindfulness Community and present this expert to the class.

## Typical Outside-of-Class Assignments

A. Writing:
    1. Completion and analyses of mindfulness self-assessments. These assignments will be assessed for completion and self-reflective analyses.
    2. Journals (10 at 250-300 words/each): Students will complete a weekly journal entry documenting experiences with mindfulness practices. Journal entries provide weekly practice updates on the changing nature of the student's progress through the semester. These writing assignments will be assessed for conceptual understanding and detailed self-reflection.

3. Self-Investigatory Essay (2): Each essay will be 500-750 words in length. In these investigative essays, students will discuss and define the class topic related to the mindfulness practice, describe their personal experience using the practice, and consider how the practice impacted daily life. These writing assignments will be assessed for critical thinking, conceptual understanding, structure, style and mechanics.

B. Project:
    1. Project: Culminating project synthesizes learning and demonstrates a creative interpretation of course content. (One option includes writing an academic essay). This project will be assessed for critical thinking, conceptual understanding, and structure.

C. Other:
    1. Interactive Discussion Posts: Students will consider course texts, and/or articles, and mindful awareness techniques in order to analyze their experiences in relation to course topics. These writing assignments will be assessed for conceptual understanding and detailed self-reflection.

## Textbooks (Typical):

**Textbook:**

1. Winston, Diana *The little book of being.*, Sounds True, 2019.
2. Smalley, S.L and Winston, D. *Fully present: The science, art and practice of mindfulness.*, De Capo Press, 2010.
3. Nhat Hahn, T *The miracle of mindfulness: An introduction to the practice of meditation.*, Beacon Press, 1975.
4. Bahl, S *Return to mindfulness: Disrupting default habits for personal fulfillment, effective leadership and global impact.*, BrainTrust Link, 2024.
5. Shapiro, S.L, Carlson, L.E. and Sawyer, B. *The art and science of mindfulness: Integrating mindfulness into the helping professions.* 3rd ed., American Psychological Association, 2024.
6. Jon Kabot-Zinn *Wherever you go, There you are.* 30th Anniversary ed., Balance, 2023.

## Equity Based Curriculum

- Course Objectives

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**
- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

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

In general, a face-to face structure of the class is preferable for a more engaged learning environment.

**Rationale for DE**

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

Offering this course in a distance education format is pedagogically strategic because it bridges the gap between formal practice and the student's actual daily environment. While traditional mindfulness training often takes place in regular classrooms or studios, a DE format allows students to cultivate awareness within the very spaces where their primary stressors often occur, their homes and workspaces. The DE delivery of mindfulness-based interventions significantly lowers the barrier to entry for students with social anxiety or other barriers that make face-to-face learning a challenge. The variety of DE modalities allows students to access the material and content in which ever manner facilitates their ease of learning. By integrating practice into the digital rhythms of modern life, the DE format ensures that mindfulness becomes a portable, lived skill rather than an isolated classroom activity.

**Explain how the decision was made to offer this course in a Distance Education mode.**
As the transition between face-to-face instruction and the various modalities of online learning continue to grow and develop, offering the MIND courses online opens up opportunities to a wider swath of students to engage the curriculum. This recognition of the shifting tide of learning supports offering this class in a DE modality when appropriate.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** As needed
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** 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:** 5-6 times on Major Assignments
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  **Frequency:** As needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** As needed

**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:** Once during semester

**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:** Once a semester
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** 3-4 times per course
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** Three per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** One per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** One per semester

## General Education/Transfer

**General Education/Transfer Request**

CSU Transfer

- Transfers to CSU

## Codes and Dates

**Course CB Codes**

**CB03: TOP Code**

151000 - Religious Studies

**CIP Code**

38.0201 - Religion/Religious Studies

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

E - Non-Occupational

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

# Admin Outline for Noncredit Computer Information Systems 288B Word Processing Advanced: MS Word, Google Docs, AI Tools

**Effective:** Fall 2027

## Catalog Description:

### NCIS 288B - Word Processing Advanced: MS Word, Google Docs, AI Tools 108 Hours

Advanced word processing techniques used to produce complex business documents. Includes topics such as formatting multiple page reports, creating tables of contents and indexes, inserting footnotes/endnotes, using word processing collaboration features to share documents, create macros to automate tasks, and integrate data from spreadsheets and other programs. Use MS Word, Google Docs, and AI tools.
27 hours lecture, 27 hours laboratory.

**Recommended Course Preparation:**

- CIS 88A **or** NCIS 288A

| | |
|---|---|
| **Total Lecture Hours** | 27 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 54 |
| **Total Outside of Class Hours** | 54 |
| **Total Student Learning Hours** | 108 |

## Course Grading:

Optional

**Justification for course proposal**
create non-credit class to mirror CIS 88B - students have choice

## Discipline:

Computer Information Systems.

## Student Learning Outcomes

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

A. Utilize cloud storage, document sharing, mail merge, and AI tools to enhance document creation, collaboration, and distribution.

B. Demonstrate the ability to navigate Microsoft Word and Google Docs interfaces, including advanced screen elements, advanced settings, and advancedhelp features.
C. Produce complex business documents, create tables of contents and indexes, use Word's collaboration features to share documents, and integrate data from Excel and other programs.

## Course Objectives:

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

A. Integrate AI tools, such as Gemini, CoPilot
B. Format multiple-page, multiple section reports that contain headers/footers, footnotes/endnotes, tables of contents, tables of figures and indexes;
C. Integrate data from spreadsheets into a word processing document;
D. Use word processing collaborations tools to share documents;
E. create macros to automate tasks;
F. Create, modifying, and applying styles to format documents;
G. Apply decision making skills in determining the most efficient way to product documents

## Course Content:

**Lecture:**

1. Formatting multiple-page reports
    1. Creating multiple sections
    2. Changing page orientation
    3. Creating tables of contents
    4. Marking index entries and generating an index
    5. Inserting footnote/endnotes
2. Working with styles
    1. Applying styles
    2. Modifying styles
    3. Creating new styles
3. Navigating in long documents
4. Collaborating in Word
    1. Using Track Changes
    2. Adding comments
    3. Sharing files
    4. Reviewing changes by multipler reviews
5. Create and Use Macros
6. Integrating Word, Excel, and PowerPoint
    1. Link and/or embed Excel data into Word documents
    2. Use Word documents to create PowerPoint presentations

**Lab Activities:**

1. Styles and Themes.
2. Formatting: Adjusting fonts, sizes, colors, margins, and spacing
3. Tools: Spell-check, grammar check, and thesaurus.
4. Advanced Graphics: Inserting images, tables, and charts.

5. Storage: Saving, retrieving, organizing, and sharing documents.

## Methods of Instruction:

1. Lecture - Demonstrate versions of MS Word, and Google Docs and AI Tools
2. Classroom Activity - Hands-on in-class exercises
3. Lab - Hands-on assignments that select and present data
4. Audio-visual Activity - Screen-recorded tutorials
5. Discussion - class group discussion
6. Hands-on lab assignments
7. Computer demonstrations

## Methods of Evaluation

A. Lab Activities
    1. weekly
B. Projects
    1. one final project
C. Quizzes
    1. each chapter
D. Evaluation will include labs, quizzes, and document-based projects. Students may demonstrate learning through multiple formats such as written documents, screen recordings, or presentations using clear rubrics and flexible submission options.
E. Performance mastery projects

## Typical Outside-of-Class Assignments

A. Reading:
    1. Read the chapter on Organizing Long Documents. Complete the Develop Your Skills sections within the chapter.

B. Other:
    1. Videos
        1. Access the online videos related to the chapter.
    2. Hands-on labs
        1. Complete Reinforce Your Skills W8-R1 (Organize a Document with a TOC and Headers and Footers) on pages 229-231. Print the document or submit it online as directed by instructor.
        2. Complete Apply Your Skills W8-A2 (Create an Index and Use Pagination Options) on pages 213-215.

## Textbooks (Typical):

**Textbook:**

1. Jill Murphy *Microsoft Word 2021 & 365: Comprehensive*. 1st ed., Labyrinth Learning, 2022.

2. Jennifer Duffy, Carol Cram *Illustrated Microsoft® 365® & Office® Introductory*. 1st ed., Cengage Learning, 2025.
3. Ann Shaffer, Katherine T. Pinard *New Perspectives Microsoft® 365® Word® Comprehensive*. 1st ed., Cengage Learning, 2025.

## Other Materials Required of Students

1. Portable storage media.
2. GoPrint card.

## Equity Based Curriculum

- Methods of Evaluation

## DE Proposal

**Delivery Methods**

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
With many businesses embracing online/virtual work environments, it is appropriate and beneficial to students that the content of this course be offered in an online modality. Offering this course online also allows more flexibility for our students.

**Explain how the decision was made to offer this course in a Distance Education mode.**
In the past, students with Macs or older PCs could not complete assignments using their own equipment, therefore, the course was offered on-campus only. We now have the ability to offer students access to a Windows-based lab environment online via NetLab. Students will be able to complete the curriculum regardless of the operating system on their computer.

[Prior note]
previously approved for DE (2004/05)

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** A minimum of twice.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Minimum of 1 per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of 4 times.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** A minimum of 2 times.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** If the course is held partially online, students will come to campus at least twice per semester for course discussions and/or activities.

**Student-Student Interaction**

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

**Frequency:** Minimum of 1 time during the semester.

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** A minimum of one time during the semester.

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Minimum of 1 time during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Chapter quizzes (5-8 per semester), Final quiz.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly lectures.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** 2-3 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** 2-3 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** A minimum of 2 projects per chapter.

## Credit for Prior Learning

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

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000584388

**CB03: TOP Code**
070210 - Software Applications

**CIP Code**
11.0899 - Computer Software and Media Applications, Other

**CB04: Credit Status**
N - Non Credit

**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.

**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

LAS POSITAS COLLEGE

# Admin Outline for Noncredit Mindfulness 210
# Mindfulness in Everyday Life

**Effective:** Fall 2027

## Catalog Description:

### NMIN 210 - Mindfulness in Everyday Life
### 3.00 Units

This course offers a comprehensive exploration of mindful awareness, bridging historical foundations with modern research. Students will master both foundational and advanced meditative practices while examining the biological mechanisms that drive well-being. By analyzing the physiological, psychological, and societal impacts of mindfulness, participants will develop the practical skills necessary to reduce stress, sharpen attention, and foster resilient relationships in their everyday lives.

3 Units Lecture

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

## Course Grading:

Optional

**Justification for course proposal**

This course provides a structured, evidence-based framework for teaching non-credit adults how to integrate mindful awareness into everyday life. This includes applying mindfulness techniques to aid in self-awareness, anxiety and stress reduction, improving health, and cultivating wise action and serenity. This course complements MIND 15 through shifting focus from mindfulness and self-compassion to learning and deepening meditation skills to support daily practice and integration of present moment awareness. Both these courses together will form a foundation for a new certificate in Meditation and Mindfulness. Additionally, this non-credit version will allow for a broader adult audience to access Mindfulness practices.

## Discipline:

Religious Studies.

## Number of Times Course May Be Taken for Credit:

## Student Learning Outcomes

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

A. Apply relational mindfulness and focused attention strategies to improve communication, mitigate academic stressors (such as test anxiety and procrastination), and foster ethical engagement within their campus and global communities.
B. Utilize mindfulness-based protocols (such as RAIN) to identify, investigate, and regulate difficult emotional states and "hindrances" while intentionally cultivating pro-social traits like self-compassion, equanimity, and gratitude.
C. Synthesize the neuroscience of mindfulness—including the roles of the prefrontal cortex, amygdala, and the Autonomic Nervous System—to explain how contemplative practices influence stress resilience, emotional regulation, and neuroplasticity.
D. Demonstrate proficiency in both formal and informal mindfulness modalities, including the ability to apply specific meditative anchors (breath, sound, and somatic sensations) to navigate daily life activities and transitions.

## Course Objectives:

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

A. Examine how systemic inequities, cultural backgrounds, and diverse physical or neurological abilities influence individual experiences of stress and mindfulness, and apply inclusive, accessible practices to foster equity within personal and shared mindfulness spaces
B. Learn and develop the essential components of mindfulness meditation practices, including methods for posture, awareness practices, thought patterns, anchors, emotional regulation, concentration vs. meditation.
C. Investigate the relationship of stress to the mind/body experience.
D. Examine the foundational and historical events of mindfulness.
E. Demonstrate proficiency in both mind-centered and body-based meditation techniques and effectively communicate the nuances of their internal experiences
F. Evaluate diverse methodologies for embedding mindful awareness into routine daily activities to establish a sustainable, long-term habit of mindfulness.
G. Distinguish between and intentionally cultivate emotional states, including gratitude, joy, kindness, compassion, and equanimity.
H. Analyze common cognitive and environmental obstacles to mindfulness and integrate strategic solutions into a consistent personal practice.
I. Summarize the current neuroscience and neuroplasticity research that underlies the effectiveness of mindfulness meditation.
J. Examine the application of mindfulness within the college environment to lessen test anxiety, manage procrastination, foster meaningful relationships and a sense of belonging.
K. Demonstrate proficiency in the four primary modes of mindful awareness: focused attention, open monitoring (choiceless awareness), investigational inquiry, and natural/non-dual awareness.
L. Apply practical skills of relational mindfulness to facilitate more authentic and effective communication within diverse social contexts.

M. Synthesize emerging theories, practices, and research regarding the impact of mindfulness on holistic mental and physical well-being.
N. Identify mindful awareness as both a path for personal development and a catalyst for ethical engagement within the classroom, the campus, and the global community

## Course Content:

1. Fundamentals of Mindfulness Meditation
    1. Formal Practice Modalities
        1. Sitting and Standing
        2. Mindful Walking
    2. Informal Practice and Daily Integration
        1. Physical: Standing, Walking, and Eating
        2. Transition States: Waiting and Sensory Environment
        3. Relational: Deep Listening and Conscious Speaking/Responding
        4. Cognitive: Mindful Writing and the STOP Practice (Stop, Take a breath, Observe, Proceed)
    3. Environment and Physical Postures
        1. Visual Orientation: Eyes Open vs. Eyes Closed
        2. Spaces: Nature, Home, and Communal Locations
        3. Managing Environmental and Internal Distractions
        4. Elements of Practice: Cushions, Chairs, and Lying Down positions
        5. Technological Support: Web-based meditation applications
    4. Internal and External Anchors
        1. Physiological Anchors: Breath and Somatic Sensations
        2. Environmental Anchors: Sound, Visual Objects, and Imagery
    5. Developmental Stages of Awareness
        1. Focused Attention
        2. Investigative Inquiry
        3. Open Monitoring /Choiceless Awareness
        4. Non-Dual Awareness Natural State
    6. Navigating the Wandering Mind
        1. Identifying Cognitive Difficulty and Resistance
        2. The Art of Mental Labeling
    7. Embodiment and Somatic Awareness
        1. Mindful Movement and the "Flow State"
        2. Physicality as a Doorway to Presence
        3. Conscious Embodiment: Achieving Full Connection
        4. Guided Body Scanning and Somatic Tracking
        5. Mindful Approaches to Physical Pain and Discomfort
    8. Sustainable Practice & Habit Formation
        1. Incremental Progression
        2. Reflective Praxis: Journaling and Contemplative Writing
        3. Community Engagement: Retreats and Peer Support

4. Integration of Wisdom and Ethical Action
5. Curation of Online Resources and Digital Support

9. Spheres of Mindfulness
    1. Academic Success and Cognitive Performance
    2. Career Development/Vocational Path
    3. Familial and Interpersonal Communication
    4. Professional Relationships
    5. Social Responsibility and Activism

2. Historical Precedents of Mindfulness
    1. From Ancient Traditions to Modern Secular Mindfulness
    2. The Intersection of Evidence-Based Research and Practice
    3. Mindfulness as a Tool for Social Change
3. Mindfulness Studies: Theory and Practice
    1. Mindfulness Investigation
        1. Literary Analysis
        2. Experiential Analysis
        3. Comparative Evaluation of Contemporary Theories
        4. Neuroscience, the Bio-Psycho-Social Health Models
    2. The Autonomic Nervous System (ANS)
        1. The Parasympathetic Branch: Recovery and Homeostasis
        2. The Sympathetic Branch: Stress Response (Fight, Flight, Freeze)
        3. Trauma-Informed Mindfulness and Resourcing Techniques
    3. Applied Neuroplasticity
        1. The Default Mode Network (The Wandering Mind)
        2. Executive Function: The Prefrontal Cortex
        3. Emotional Processing: The Amygdala and Hippocampus
    4. The Physiology of Stress and Resilience
    5. Mechanisms of Emotional Self-Regulation
    6. Distinguishing Between "States" (Temporary) and "Traits" (Permanent)
4. The Nature of Impermanence
    1. The Transient Nature of the Human Experience
    2. Observing Change in Nature and the Environment
5. Obstacles to Presence/The Hindrances
    1. Attachment: Craving, Ego, and Competing Priorities
    2. Aversion: Boredom, Resistance, and Fear
    3. Agitation: Restlessness and Intense Emotional Turbulence
    4. Hesitation: Doubt in Self and the Efficacy of Practice
6. Mindfulness-Based Emotional Intelligence
    1. Cultivating Positive Mind States
        1. The Architecture of Happiness
        2. Heart-Centered Practices: Loving-Kindness (Metta), Self-Compassion, and Equanimity
    2. Transforming Reactive  Mind States
        1. Mapping the Somatic Impact of Negative Emotions

2. Deconstructing the Inner Critic
3. Identifying Internal and Environmental Triggers
4. The RAIN Protocol:
    1. Recognize: Labeling Emotion
    2. Allow: Acceptance of Direct Experience
    3. Investigate: Mind/Body Experience
    4. Nurture: Cultivate Compassionate Response
    5. Cognitive Reframing and Perspective Shifting

## Methods of Instruction:

1. Classroom Activity - Students participate in a variety of classroom activities
2. Demonstration - Demonstration of various mindfulness movement, practices, and activities
3. Discussion - Discussion about class content or assigned practices
4. Field Trips - Field trips both on and off campus
5. Individualized Instruction - Students meet with instructor 1-2 times
6. Written Exercises - Students complete a variety of written analysis assignments
7. Student Presentations - Students present information on specific teachers and experts in mindfulness
8. Observation - Students increase observation skills through practiced noticing
9. Lecture - Instructor provides short lectures to introduce key ideas
10. Projects - Students work together on projects and presentations
11. Audio-visual Activity - Students watch short film clips or videos

## Methods of Evaluation

A. Class Participation
    1. weekly - students gather in small groups to discuss and participate in classroom mindfulness activities
B. Field Trips
    1. 3- students visit mindfulness gatherings or workshops
C. Group Projects
    1. 1 group project creating a classroom demonstration
D. Home Work
    1. Weekly — mindfulness practice assignments
E. Individual consultation with students
    1. 2- at least twice in the semester to work with student projects.
F. Oral Presentation
    1. 2- students present at least twice in the semester regarding a mindfulness project of their choosing.
G. Research Projects
    1. 1- students research a contributor to the Mindfulness Community and present this expert to the class.

## Typical Outside-of-Class Assignments

A. Writing:
    1. Completion and analyses of mindfulness self-assessments. These assignments will be assessed for completion and self-reflective analyses.
    2. Journals (10 at 250-300 words/each): Students will complete a weekly journal entry documenting experiences with mindfulness practices. Journal entries provide weekly practice updates on the changing nature of the student's progress through the semester. These writing assignments will be assessed for conceptual understanding and detailed self-reflection.
    3. Self-Investigatory Essay (2): Each essay will be 500-750 words in length. In these investigative essays, students will discuss and define the class topic related to the mindfulness practice, describe their personal experience using the practice, and consider how the practice impacted daily life. These writing assignments will be assessed for critical thinking, conceptual understanding, structure, style and mechanics.

B. Project:
    1. Project (1): 250 words. Culminating project synthesizes learning and demonstrates a creative interpretation of course content. (One option includes writing an academic essay). This project will be assessed for critical thinking, conceptual understanding, and structure.

C. Other:
    1. Interactive Discussion Posts (8 at 300 words/each): In the discussion posts, students will consider course texts, and/or articles, and mindful awareness techniques in order to analyze their experiences in relation to course topics. These writing assignments will be assessed for conceptual understanding and detailed self-reflection.

## Textbooks (Typical):

**Textbook:**

1. Winston, Diana *The little book of being.*, Sounds True, 2019.
2. Smalley, S.L and Winston, D. *Fully present: The science, art and practice of mindfulness.*, De Capo Press, 2010.
3. Nhat Hahn, T *The miracle of mindfulness: An introduction to the practice of meditation.*, Beacon Press, 1975.
4. Bahl, S *Return to mindfulness: Disrupting default habits for personal fulfillment, effective leadership and global impact.*, BrainTrust Link, 2024.
5. Shapiro, S.L, Carlson, L.E. and Sawyer, B. *The art and science of mindfulness: Integrating mindfulness into the helping professions.* 3rd ed., American Psychological Association, 2024.
6. Jon Kabot-Zinn *Wherever you go, There you re.* 30th Anniversary ed., Balance, 2023.

## Equity Based Curriculum

- Course Objectives

## 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 this course in a distance education format is pedagogically strategic because it bridges the gap between formal practice and the student's actual daily environment. While traditional mindfulness training often takes place in regular classrooms or studios, a DE format allows students to cultivate awareness within the very spaces where their primary stressors often occur, their homes and workspaces. The DE delivery of mindfulness-based interventions significantly lowers the barrier to entry for students with social anxiety or other barriers that make face-to-face learning a challenge. The variety of DE modalities allows students to access the material and content in which ever manner facilitates their ease of learning. By integrating practice into the digital rhythms of modern life, the DE format ensures that mindfulness becomes a portable, lived skill rather than an isolated classroom activity.

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

As the transition between face-to-face instruction and the various modalities of online learning continue to grow and develop, offering the MIND courses online opens up opportunities to a wider swath of students to engage the curriculum. This recognition of the shifting tide of learning supports offering this class in a DE modality when appropriate.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** As needed
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** 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:** 5-6 times on Major Assignments
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** 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:** Once during semester

**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:** Once a seester
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** 5-6 times per class
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** Three per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Once per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*

**Frequency:** Twice per semester

## Codes and Dates

**Course CB Codes**

**CB03: TOP Code**
151000 - Religious Studies

**CIP Code**
38.0201 - Religion/Religious Studies

**CB04: Credit Status**
D - Credit - Degree Applicable

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
E - Non-Occupational

**CB21: Course Prior to College**
Y - Not applicable

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

LAS POSITAS COLLEGE

# Admin Outline for Noncredit Mindfulness 215
# Mindfulness, Meditation and Self Compassion for Older Adults

**Effective:** Fall 2027

## Catalog Description:

### NMIN 215 - Mindfulness, Meditation and Self Compassion for Older Adults
### 162 Hours

This course is designed to explore the theory, research and practices of mindfulness, meditation, self-compassion, compassion for others, and the nature of well-being. The course addresses how mindfulness and compassion can manifest in the physiological, psychological, and societal realms. This course focuses on current research into mindfulness and self-compassion as well as developing experiential knowledge of these states through contemplative practices.
54 hours lecture.

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

## Course Grading:

Optional

**Justification for course proposal**
Integrating a Noncredit Mindfulness for Older Adults course into the curriculum addresses the holistic needs of an aging population by bridging cognitive preservation with emotional resilience. The course equips learners with evidence-based techniques to support emotional balance, memory, and concentration, as well as tools for managing chronic pain and age-related anxiety.  This course also offers opportunities to combat social isolation.  As the course is repeatable, it offers seniors the capacity to build and develop a community.

## Discipline:

Religious Studies.

## Student Learning Outcomes

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

A. Develop metacognitive awareness, mindfulness, compassion and understanding of self and other to enhance personal well-being and positively impact broader society.
B. Investigate the role of perception in intrapersonal and interpersonal skill-building including core beliefs, identities, relationships, and decision making.
C. Use and assess meditation and self-compassion practices to develop a routine for well-being.
D. Demonstrate competence in communicating about experiences in meditation and about one's own mindfulness practice.
E. Analyze and appraise the theories and research about mindfulness and compassion.

## Course Objectives:

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

A. Examine how systemic inequities, cultural backgrounds, and diverse physical or neurological abilities influence individual experiences of stress and mindfulness, and apply inclusive, accessible practices to foster equity within personal and shared mindfulness spaces
B. Examine and identify the essential components of mindfulness meditation practices including methods for posture, awareness practices, thought patterns, anchors, emotional regulation, and concentration vs. meditation.
C. Demonstrate an understanding of metaconitive awareness, mindfulness, and self-compassion.
D. Distinguish between key elements underlying the neuroscience of mindfulness and self-compassion, including neuroplasticity, default mode network, executive functioning, and the parasympathetic and sympathetic nervous systems.
E. Survey contemporary mindfulness and compassion research to gain insight into the effects of practice on overall health and well-being.
F. Demonstrate and recommend specific mindfulness and compassion practices to augment interpersonal communication and relationships.
G. Evaluate research and evidence on mindfulness and compassion in a variety of forms and make reasonable inferences from that evidence.
H. Apply and evaluate mindfulness and compassion practices when meeting difficult emotions and exploring challenging interpersonal relationships.
I. Incorporate mindfulness and self-compassion practices to develop self-regulation skills.
J. Revise current stress responses to include mindfulness and compassion practices in order to develop resilience, manage stress, and ameliorate well-being.
K. Assess personal self-care skills and from this assessment, integrate mindfulness and compassion practices to care for one's mind and body.
L. Select and incorporate compassion practices for transforming self and society.
M. Use mindfulness practices to recognize and question one's assumptions and biases in relation to self and others.
N. Employ mindfulness practices to develop an awareness of thoughts and mindsets.
O. Distinguish how to intentionally cultivate a variety of positive emotions such as gratitude, joy, kindness, compassion and equanimity.

## Course Content:

1. Mindfulness Meditation

1. What is Meditation?
2. The Art of Practice
3. Understanding Mindful Presence
4. Present Moment Awareness
5. Mindfulness for Stress Reduction and Well-Being

2. Basics in Meditation Practice
    1. Formal Practices
        1. Breath Awareness
        2. Body scan
        3. Mindful walking
        4. Sensory guided meditations
        5. Mindful eating
        6. Noting and labeling practice
        7. Breath counting
    2. Informal Practices
        1. Soft Landing
        2. Two feet and a breath
        3. Square breathing
        4. Embodied Listening
        5. Withitness
        6. The stop practice
        7. Three good things
    3. Utilizing Various Body Postures to Support Practice
    4. Working with Mental and Physical Distractions
    5. Elements of Awareness as Core Component of Practice
        1. Focused Awareness
        2. Investigative Awareness
        3. Choiceless/Open Awareness
        4. Natural Awareness
3. Body Awareness
    1. Examination of Direct Sensation
    2. Movement Practices to Recognize Relationship between Sensations and Thoughts
    3. Movement as a Path to Mindfulness
    4. Interrupt Reactivity
    5. Guided Body Scan
    6. Working with Physical Discomfort to Explore Changing Fields of Sensation
4. Mindfulness and Emotions
    1. Recognizing and Observing Emotions
    2. Feeling States and Neutrality
    3. Investigation of Emotional States
        1. Qualities of Positive Emotions
            1. Understanding the Qualities of Happiness and Joy
            2. Role of Self-Compassion in Mindfulness Practice
            3. Value of Equanimity to Action;
        2. Negative Emotions

        1. Impact of Negative Emotions
        2. Recognizing Triggers
5. Mindfulness and Loving Kindness
    1. Inner Critic
    2. Forgiveness
6. Interpersonal Mindfulness
    1. Mindful Listening
    2. Mindful Communication
7. Research on Mindfulness
    1. Health Outcomes
        1. Lower blood pressure
        2. Reduce chronic pain
        3. Improve sleep
    2. Psychological Outcomes
        1. Decrease stress
        2. Increase resilience
        3. Improve academic achievement
        4. Decrease anxiety
        5. Buffer against depression
8. Self-Compassion
    1. Definition of Self-Compassion
        1. Self-Kindness vs. Self-Judgement
        2. Common humanity vs. isolation
        3. Mindfulness vs. over-identification
    2. Research on Self-Compassion
        1. Decrease in negative emotional states, depression, anxiety, stress, shame, negative body image
        2. Increase in positive emotional states, happiness, life satisfaction, optimism
        3. Increase in social connections
        4. Improvements in physical health
    3. Self-Compassion vs Self-Esteem
    4. Physiology of Self-Compassion
        1. Stress/threat response
        2. Regulation through affiliation (common humanity)
    5. Self-Compassion Formal Practices
        1. Affectionate breathing
        2. Loving-kindness to a loved one
        3. Loving-kindness for ourselves
        4. Giving and receiving compassion
        5. Compassionate friend
        6. Compassion for self and other
    6. Self-Compassion Informal Practices
        1. Soothing touch
        2. Self-Compassion break
        3. Self-Compassion in daily life

        4. Finding loving-kindness phrases
        5. Compassionate movement
        6. Compassionate letter
        7. Savoring food
        8. Working with Difficult Emotions
        9. Working with shame
    7. Resistance
    8. Loving-Kindness and Compassion
    9. Self-Criticism and Safety
    10. Suffering
        1. Finding Value
    11. Listening with Compassion
    12. Difficult Emotions
    13. Shame
    14. Challenging Relationships
    15. Foregiveness
    16. Cultivating Happiness
    17. Savoring and Gratitude
    18. Self-Appreciation
9. Neuroscience of Mindfulness and Compassion
    1. Neuroplasticity
    2. Nervous System
        1. Sympathetic
        2. Parasympathetic
    3. Prefrontal Cortex
    4. Default Mode Network
    5. Amygdala
    6. Hippocampus

## Methods of Instruction:

1. Lecture - The instructor lectures on topics related to the class content.
2. Classroom Activity - Students engage in a variety of classroom mindfulness and self-compassion practices.
3. Demonstration - The instructor demonstrates a variety of mindfulness and self-compassion practices.
4. Discussion - Students are given a variety of topics related to class presentation to explore together and report back to the class.
5. Student Presentations - Students present a resource that they feel would support mindfulness and compassion practices. This includes both a presentation and guiding a demonstration of the resource.
6. Written Exercises - Students complete a number of written assignments throughout the semester that reflect on their experience with a variety of mindfulness and compassion practices.
7. Field Trips - Students are required to attend at least 3 different local or virtual meditation groups throughout the course. Students also participate in outdoor activities and practices such as walking meditation, silent observation, sense and savor moments around campus.

8. Individualized Instruction - Students meet one on one with the instructor to review topics for both classroom presentations and the final essay.
9. Projects - Students work together in groups to demonstrate skills.

## Methods of Evaluation

A. Class Participation
    1. Regular participation in mindfulness practices is required
B. Field Trips
    1. At least two field trips
C. Home Work
    1. Reading summaries of assigned material
D. Oral Presentation
    1. One presentation and class discussion
E. Research Projects
    1. Students may choose a traditional research project for their final project.

## Typical Outside-of-Class Assignments

A. Writing:
    1. Self-Investigatory Essay
        1. Each essay will be 500- 750 words in length.
        2. In these investigatory essays, students will discuss and define the class topic related to a mindfulness practice, describe their personal experience using the practice, and consider how the practice impacted daily life.
        3. These writing assignments will be assessed for critical thinking, conceptual understanding, structure, style and mechanics.
    2. Journal
        1. Students will complete a weekly journal entry documenting experiences with mindfulness practices.
        2. These journal entries provide updates on the changing nature of the students practices thorugh the semester.
        3. These writing assignments will be assessed for conceptual understanding and detailed self-reflection.
B. Reading:
    1. Discussions
        1. Reading Discussion Facilitation.
        2. Students will facilitate a 10-15 minute reading discussion in at least one class session.
        3. These assignments will be assessed for critical thinking and conceptual understanding.

C. Project:
    1. Final Project: This culminating project synthesizes learning and demonstrates a creative interpretation of the course content. Students will be assessed for critical thinking, conceptual understanding, structure, style, and mechanics.

## Textbooks (Typical):

**Textbook:**

1. C. Germer and K. Neff *Mindful Self-Compassion for Burnout Tools to Help You Heal and Recharge When You're Wrung Out by Stress.*, Guildford, 2024.
2. Neff, K.D. and C.Germer *The Mindful Self-Compassion Workbook: A Proven Way to Accept Yourself, Build Inner Strength and Thrive.* 1st ed., Guilford, 2018.
3. Thich Hahn *Being Peace.*, Parallax Press, 2005.
4. Holly Rodgers *The Mindful Twenty-Something: Life Skills to Handle Stress and Everything Else.* 1st ed., New Harbinger Publications, 2016.
5. John Kabat-Zinn *Mindfulness for Beginners: Reclaiming the Present Moment and Your Life.* 1st ed., Sounds True, 2016.
6. Kristin Neff *Self Compassion: The Proven Power of Being Kind to Yourself.* 1st ed., William Morrow, 2015.

## Equity Based Curriculum

- Course Objectives

## 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.**
Teaching Mindfulness is accessible in multiple modalities. The DE and online option provides additional choices for students to engage the course content.

**Explain how the decision was made to offer this course in a Distance Education mode.**
The RELS program has indicated a commitment to offering classes in mulitple formats to allow students access choices.  The RELs program offers all of its courses in both DE and Face to Face options.

**Accessibility:**

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

**Syllabus:**

- Instructor response time.

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Instructor will initiate contact 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:** The instructor will engage with each discussion board assigned.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** The instructor will provide feedback on each major assignments received by students.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** The instructor will provide regular announcements to students to help students stay on track with course content.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Instructor will provide opportunities for students to utilize web conferencing for Office Hours and also as needed with student meetings.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  **Frequency:** Instructor will communicate by telephone as requested by student.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** As needed to integrate assignments and class supports.
- **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:** Throught out the course student will use discussion boards to interact with the material, instructor and other students.

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** Students will work in teams to complete one assignment.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Twice throughout the class students will be offered an opportunity to partake in group mindfulness practices.

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Multiple times throughout the 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:** Once a semester.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Twice throughout the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Multiples times thorughout the course.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** At least four times throughout the semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Students will received many lectures throughout the semester.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** Students will practice multiple mindfulness strategies and methods throughout the class.
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** Students will have the opportunity to participate in live or in person field trips at least twice in the course.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Once per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** Once per semester

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000642310

**CB03: TOP Code**
151000 - Religious Studies

**CIP Code**

38.0201 - Religion/Religious Studies

**CB04: Credit Status**

N - Non Credit

**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**

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

**CB23: Funding Agency Category**

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

**CB24: Program Status**

2 - Not Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

LAS POSITAS COLLEGE

# Admin Outline for Psychology-Counseling 3XX
# Theories and Concepts of Counseling: An Introduction

**Effective:** Fall 2027

## Catalog Description:

### PCN 3XX - Theories and Concepts of Counseling: An Introduction
### 3.00 Units

This is an introductory course to the theories, concepts, and historical foundations of counseling, with an emphasis on fundamental principles of the therapeutic process. There will be a major focus on multicultural principles and major diagnostic categories, problems, and solutions relating to recovery in counseling. Ethics in counseling, as well as legal implications, will also be introduced and examined.

3 Units Lecture

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

## Course Grading:

Optional

**Justification for course proposal**

This course is a core requirement for the Wellness Coach Certificate of Achievement. The modification will address core objectives to providing counseling and coaching services to individuals.

## Discipline:

Counseling.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Formulate appropriate informed consent and professional disclosure processes, particularly regarding telehealth, record-keeping, and the limits of counseling
B. Analyze their assumptions about human behavior and how change occurs.
C. Identify evidence-based practices and empirical research supporting specific theoretical interventions for diverse clinical presentations
D. Explain the legal and ethical considerations and their implications in counseling.

## Course Objectives:

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

A. Describe the historical foundations and recent trends in counseling
B. Explain the purpose and construction of counseling theory
C. Identify theoretical models of counseling theory and behavioral change
D. Specify counseling principles as derived from learning theory
E. Specify counseling principles as derived from addictions, prevention and recovery theory
F. Discuss counseling theory and skills derived from communication theory
G. Describe theoretical components of therapeutic interventions
H. Evaluate values, belief systems, standpoint, and views of African-Americans, Asian-Americans, European-Americans, American Indians and Latino-Americans as they relate to the areas of mental health and counseling
I. Explain legal and ethical considerations and their implications in counseling
J. Evaluate place of medical clinics, hospitals, social and human service agencies in counseling
K. Identify emerging issues in counseling

## Course Content:

1. The Counselor/The Person
    1. Overview of Counseling, Theories & Approaches
    2. Characteristics of effective counselors
    3. The role of personal values & personal development
    4. Managing stress and Wellness
    5. Counseling vs. Therapy
    6. Informed Consent Session
    7. Intake Session
    8. Multicultural Perspectives
    9. Exploring Multicultural Communication
    10. Trends in the Counseling Profession
2. Legal/Ethical Issues
    1. Confidentiality
    2. Types of Therapy (i.e. individual vs. group therapy)
    3. Crisis Intervention
3. Counseling - Content & Process
    1. Family Systems Therapy
    2. Defining Abnormal Behavior
    3. The role of Diagnosis & Treatment Planning

4. Counseling Approaches
    1. Psychoanalytic (Psychodynamic) Therapy
    2. Adlerian Therapy
    3. Person-Centered Therapy
    4. Gestalt Therapy
    5. Behavior Therapy
    6. Cognitive Behavior Therapy
    7. Choice Theory/Reality Therapy
    8. Feminist Therapy/Social Justice
    9. Postmodern Approaches: Solution-Focused Brief Therapy
    10. Integrative Approaches
    11. Application of Theory related to real world experiences
    12. Frameworks for Helping: (i.e.Motivational Interviewing, Psychoeducation, Trauma-Informed Care)
    13. Theories Role Play Activities
    14. Review of PHQ-9, GAD7, ACES & Other reliable evaluation measures
    15. Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools
    16. Personal Theory of Change Addendum & Discussion

## Methods of Instruction:

1. Discussion - Small group and whole class discussion\audio-visual tapes, videos, DVDs, and interactive technologies
2. Lecture - Class meetings will include lectures, films, discussions and group activities, class assignments and demonstrations. The instructor will utilize PowerPoint, web resources, online videos and resources and experiential activities. Instructors should make the course as welcoming as possible. The goal is to create a course environment that supports the diversity of experiences and perspectives that students bring to the classroom.
3. Research - Research papers utilizing American Psychological Association (APA) style
4. Written Exercises - Written assignments, including essays, short term papers, and other exams Sample Assignments include: Theory Summaries (Family Systems, Psychoanalytic, CBT) Each response should be carefully and thoughtfully composed and should reflect: 1) What content/ concepts regarding the theory stood out to you? 2) What are your personal reactions to this theory? 3) What does this theory teach you about people? Yourself? 4) What aspects do you appreciate about this theory and might consider using as a counselor? 5) What questions do you have that you would like to discuss in class? Your response should be between 250 and 350 words. Please review for proper grammar, sentence structure, and spelling. Theoretical Orientation Paper (2 Parts) Becoming a counselor is not about learning about doing counseling, but rather about being a counselor. As a result, in this class, you will not simply be asked to recall knowledge about theories but instead to integrate the knowledge of the field with the person YOU are. One way we do this is through your theoretical orientation paper. In this assignment, you will discuss the way you see people, the counseling process, and the role of the counselor. This assignment will be completed through two different parts, the initial paper & the final paper. Early on in the semester, you will write a paper about your theoretical orientation. You might be thinking “I don’t have a theory, that is why I am in this class.” However, if a friend was struggling with their mental health, there are things you would probably do for them. You might listen, make sense of

the situation, and do something, this is your theory (even if you did not think of it that way). Our values, beliefs, and experiences have given each of us both wisdom and biases. These wisdom and biases shape the way we see people and our responses to people. For this initial paper, spend time reflecting on personal experiences, beliefs, and values that might help or get in the way of your development as a counselor. You will then write a four (no more than six) double-spaced page APA formatted initial paper discussing your personal theory. Personal Theory of Change Addendum & Discussion After we have gone through the different theories in the textbook, you will have an opportunity to now revisit your initial paper (and feedback) and integrate the knowledge you have gained from the readings into your theoretical orientation. It is likely that your views have changed since writing your initial paper. That is okay, discuss this change in your paper. You will then write a three (no more than five) double-spaced page paper for your final theoretical orientation paper. The rubric for the final paper can be found on Canvas. At the end of the semester students will participate in a classroom discussion in which changes in their perspectives and paper comparisons are reviewed.

5. Attending academic and professional conferences, i.e., Alcoholics Anonymous, Battered Women's Alternative, California Community College Counselors Association, as well as workshops, or seminars on and off campus sponsored by higher educational institutions and professional counseling organizations

## Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Work
    1. Weekly
C. Exams/Tests
    1. 1 Final exam
D. Home Work
    1. Weekly
E. Papers
    1. 2-5 APA formatted papers written throughout the semester
F. Quizzes
    1. Bi-monthly quizzes
G. Research Projects
    1. 1 research paper and discussion

## Typical Outside-of-Class Assignments

A. Reading:
    1. Reading assignments in text and classroom lecture/discussion
        1. Lecture theme: "Compare and contrast Counseling and Psychotherapy."
B. Writing:
    1. Writing assignment summarizing the main points on the theme
        1. Write an essay about issues viewed as traditionally and strictly "personal" and how various counseling theorists have addressed such issues according to each of their theoretical orientations.

2. Write alternatively an essay contrasting perceptions between viewing life issues as individually based and soluble versus socio-culturally weighted, involving environmental and systemic change as part of solution.
3. Write a research paper, APA style, expanding on a theory of your choice and how this theory had been developed. Be sure to discuss its major influences in contemporary counseling, as well as its implications on counseling multiculturally diverse populations.

C. Research:
    1.

    Examine common themes emerging from various theories in counseling and psychotherapy
        1. Examine and discuss fundamental aspects of counseling and psychotherapy
        2. Discuss common factors in the counseling and psychotherapy process across various theoretical orientations
        3. Compare and contrast how different cultures view mental illness.
    2. Critical thinking and problem solving
        1. Research pros and cons about expanding counselors roles to include some action as a social change agent.
        2. Analyze forces maintaining the existing status quo counseling paradigm.
        3. Prepare for class presentation of your findings including reasoning, research and argumentation refuting or supporting inclusion of community counselors as change agents.
        4. Write an essay on self-observations and growth in theoretical and practical understanding of this theme reflecting on learning from class presentations. Include some discussion of the right to personal privacy as contrasted with society's needs for an expanding knowledge base.

## Textbooks (Typical):

**Textbook:**

1. Gerald Corey *Theory and Practice of Counseling and Psychotherapy*. 11th ed., Bengali Learning , 2024.
2. Derald Wing Sue, David Sue, Helen A Neville , Laura Smith *Counseling The Culturally Divers*. th ed., John Wiley & Sons , 2022.
3. Jeffrey A. Kottler, Marilyn J. Montgomery *Theories Of Counseling And Therapy: An Experiential Approach* . 3rd ed., Cognella Academic Publishing , 2019.

## Equity Based Curriculum

- Course Content
- Methods of Evaluation
- Typical Assignments

## 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 this course DE will offer more flexibility for students and future enrollments

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 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 participation in discussions, initiated by instructor
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Biweekly
- **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:** Meeting monthly for office hours and exams
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** biweekly

**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:** 1 group project

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Weekly discussion board with assigned point value and appropriate rubric
- **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:** Weekly discussion with student thread
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** 2-5 APA formatted papers written throughout the semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** 1 Term research paper
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** bimonthly quizzes, midterm and final exam

## General Education/Transfer

**General Education/Transfer Request**
Chabot College GE
- AC. American Cultures
- IV. Social and Behavioral Sciences

CSU GE
- D - Social Science

CSU Transfer
- Transfers to CSU

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000370047

**CB03: TOP Code**

210400 - Human Services

**CIP Code**

44.0701 - Social Work

**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.

**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

LAS POSITAS COLLEGE

# Admin Outline for Psychology-Counseling 6XX
# Introduction to Case Management for Human Services

**Effective:** Fall 2027

## Catalog Description:

### PCN 6XX - Introduction to Case Management for Human Services
### 3.00 Units

This course covers the essential role of case management within Human Services. The course will examine the roles and responsibilities of case managers in supporting diverse populations through assessment, goal setting, service planning, resource coordination, crisis intervention, advocacy, and client referrals. Emphasis is placed on effective communication, cultural responsiveness, ethical decision-making, documentation practices, and interdisciplinary collaboration. Through case studies and applied activities, students will develop foundational skills for assisting individuals and families in navigating social service systems and accessing community resources. This course prepares students for further study and entry-level roles in social and human services professions.

3 Units Lecture

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

## Course Grading:

Optional

**Justification for course proposal**

The Department of Health Care Access and Information has identified a need for Certified Wellness Coaches to improve the mental health of children and adolescents. The Introduction to Case Management for Human Services will be a required course for the Wellness Coaching certificate and associates degree. The course will introduce students to the theory and practice of case management before entering the field. Learning case management skills will help individuals assess clients' needs, close the gaps between fragmented systems, and advocate and connect clients with community resources.

## Discipline:

Counseling.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Develop a client-based service plan to include intake, assessment, and referral that addresses strengths, needs, goals, resources, and appropriate intervention.
B. Demonstrate effective, ethical, culturally responsive communication and case-management practices including interviewing, documenting, confidentiality, and advocacy.
C. Identify and describe the major theoretical approaches and practices in case management.

## Course Objectives:

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

A. Describe the history, purpose, and principles of case management theory and practice
B. Demonstrate the essential phases of case management process, including engagement, intake, assessment, service planning, intervention, monitoring, evaluation, and case closure
C. Develop individualized, measurable, and person-centered service plans based on client needs, strengths, preferences, and goals
D. Explain systems Theory and describe systems management
E. Identify and coordinate appropriate community resources, referrals, advocacy services, and interdisciplinary supports
F. Identify ethical and legal principles related to confidentiality, informed consent, professional boundaries, documentation, privacy, and client rights
G. Analyze the impact of cultural, social, economic, organizational, and systemic factors on access to human services and case-management outcomes
H. Demonstrate effective interviewing, communication, motivational interviewing, conflict resolution, and client engagement skills

## Course Content:

1. Introduction to the practice of case management in human services
    1. History, evolution, and definition of case management
    2. Goals, functions, and phases of case management
    3. Roles, responsibilities, and skills of a case manager
    4. Career pathways in case management and human services
    5. Principles and best practices in human service delivery
2. Theoretical approaches and practices
    1. Person-Centered Theory
    2. Ecological Systems Theory
    3. Contemporary Human Services Practice
    4. Trauma-Informed Practice
    5. Strengths-Based Practice
3. Case management process

    1. Assessment
    2. Service planning
    3. Implementation and intervention
    4. Evaluation and client outcomes
    5. Case closure and termination
4. Client engagement and intake procedures
    1. Intake and establishing rapport
    2. Informed consent and release of information
    3. Eligibility determination
    4. Professional boundaries and relationship building
    5. Multicultural competence
5. Interviewing skills and communication
    1. Active listening and effective communication
    2. Questioning and responding techniques
    3. Motivational interviewing fundamentals
    4. Trauma-informed interviewing practices
    5. Conflict resolution and de-escalation techniques
    6. Professional communication and cultural responsiveness
6. Intervention strategies and coordination
    1. Resource identification and referral processes
    2. Service coordination and advocacy
    3. Client motivation and engagement strategies
    4. Crisis intervention and problem-solving approaches
    5. Service provision, monitoring, and continuity of care
    6. Interdisciplinary collaboration and team-based practice
    7. Identifying client strengths, needs, challenges, and resources
    8. Evaluating interventions and client outcomes
    9. Documentation and follow-up
    10. Case closure and termination
7. Information gathering, client record safeguards and data management
    1. Electronic record systems, data collection and transmission
    2. Appropriate documentation of services
    3. Charting
    4. Confidentiality, privacy and privileged communication
    5. Legal and ethical requirements for documentation
8. Organizational theory and structure of human service agencies
    1. Mission statements
    2. Funding sources and limitations
    3. Policies and procedures
    4. Collaborative team building
    5. Client/consumer and provider partnerships
    6. Linkage with community agencies
    7. Networking
9. Modern issues in human services case management
    1. Availability, accessibility and quality of service/care

    2. Ethical and legal issues
    3. Cost effectiveness
    4. Working with diverse populations
    5. Effectively managing complex cases
    6. Barriers to services and health/wellness equity
10. Contrasting concepts in human services case management
    1. Case management
    2. Managed care
    3. Managed competition

## Methods of Instruction:

1. Lecture - PowerPoints will be available to students along with videos, short readings connected to modules.
2. Research - Students will need to complete a research paper
3. Discussion - Discussion posts
4. Written Exercises - Weekly written exercises will need to be completed by students to express understanding of topics.
5. Audio-visual Activity - PowerPoints and videos will be available to students.
6. Clinical - Students will create treatment plans for practice clients

## Methods of Evaluation

A. Class Participation
    1. weekly
B. Exams/Tests
    1. 3-4
C. Home Work
    1. weekly
D. Oral Presentation
    1. 1
E. Papers
    1. 4-5

## Typical Outside-of-Class Assignments

A. Project:
   Case Management Follow-Up and Service Plan Review: Students will review a mock client case and document a follow-up with the client. Students will identify progress, barriers, and changes in the client's needs and make appropriate updates to the service plan, referrals, or next steps.

B. Research:
   Comprehensive Mock Case File: Students will create a mock client case file that includes intake, informed consent, assessment, social history, service plan, release of information, referrals, progress notes, and a contact log. Students will practice professional documentation, confidentiality, and accurate record keeping.

C. Writing:
   Mock Interview and Case Management Skills: Students will participate in a mock client interview to practice interviewing and communication skills, including active listening, open-ended questions, empathy, and rapport building. Students will identify the client's needs and develop a basic service plan with appropriate goals and referrals.

D. Activity:
   Case Study Analysis and Service Plan: Students will read and analyze a case study to identify the client's presenting concerns, strengths, needs, and barriers. Students will develop an individualized service plan that includes goals, appropriate services, community resources, and referrals.

## Textbooks (Typical):

**Textbook:**

1. Nancy Summers *Fundamentals of Case Management Practice: Skills for the Human Services*. 6 ed., Cengage Learning, 2024.
2. Lee Ann Rawlins Williams, PhD, CRC, CFLE Gina Oswald, PhD, CRC, LPC *Fundamentals of Case and Caseload Management*. 1 ed., Springer Publisher, 2024.
3. Rebecca Perez *CMSA's Integrated Case Management: A Manual for Case Managers by Case Managers*. 2 ed., Springer Publishing Company, 2023.

## Equity Based Curriculum

- Course Content
- Course Objectives
- Student Learning Outcomes
- Methods of Instruction
- Methods of Evaluation
- Typical Assignments
- DE Course Interaction

## DE Proposal

**Delivery Methods**

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

**Rationale for DE**

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

By offering the course online we will be able provide more flexibility for students' schedules and increase enrollment.

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

Since there will only be 1 section of the course offered, HCAI coordinators agreed that an online modality would be best to increase enrollment for the Certified Wellness Coach program.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** The instructor will use email for communication with students; including answering course content questions and checking in with students regarding their access to course materials. The instructor will also use email to give regular and thorough feedback on assignments as they are turned in.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

**Frequency:** The instructor will design and facilitate discussions in the class discussion board that relate to Human Services case Management. The assignment will be structured to bring about meaningful insight, as well as meaningful interaction with other students. The instructor will reply to discussion assignments in an open and public forum with substantive comments and suggestions. Students can see frequently asked questions, including instructor comments, recommendations, and responses. For example, a discussion might be prompted with a Case Study analysis where a student will be asked to identify the clients presenting problem and identify an appropriate intervention.

- **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:** Instructor will provide feedback on written essays, homework assignments, and discussion boards regularly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Announcements will be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules. Instructor will also use announcements to inform students about on or off-campus events related to human services.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Office hours will be offered online as well as the final assessment.

**Student-Student Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is "Identify 3 things you can do to increase your personal level of multicultural competence when interviewing a client and assessing their needs and create a brief plan that describes how you will proceed".
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** In groups established by the instructor, students will read and analyze vignettes that present ethical dilemmas in human services. As a group, students will decide on a course of action and share their decision-making process with the class via the discussion board.
- **Other:**
  **Frequency:** At least once. Students will use blogs to discuss topics in the course. They will also use blogs in a writing assignment in which groups collaborate to write a paper. An example assignment is: read a case study and discuss how you might proceed with the immediate needs of a dual-diagnosed client. Then, synthesize your discussion and report back to the class.

**Student-Content Interaction**

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  **Frequency:** In groups established by the instructor, students will conduct mock interviews to demonstrate methods of interviewing (coping and supportive skills), and develop a client based service plan to include intake, assessment and referral (case management skills).
- **Written papers:** *Papers will be written on various topics.*

**Frequency:** At least one. Written papers will be turned in online. Some will involve research while others will be analyzing course content. A typical assignment might be researching a topic in Human Services and then reporting on that topic to the class and instructor.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** All quizzes, tests and exams will be taken online. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting. A typical exam question is: Which of the following are elements of the service plan: a. long term goals b. action steps c. signature of the client d. all of the above or A needs assessment of a client's situation involves all the following except: a. legal issues b. benefits and resources c. medication compliance d. religious beliefs
- **Other:**
  **Frequency:** One. Students will complete a capstone project that demonstrates the mastery of an outcome(s) of the course. This project will be submitted either as a written paper, a PowerPoint presentation, or a website. An example project is, "Complete a comprehensive case file to include: Intake, Informed Consent, Assessment, Social History, Plan, Release of Information, Referral and Contact log."

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000376776

**CB03: TOP Code**
210400 - Human Services

**CIP Code**
44.0701 - Social Work

**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**
B - Advanced 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

LAS POSITAS COLLEGE

# Admin Outline for Psychology-Counseling 50XX
# Social Work and Human Services Fieldwork

**Effective:** Fall 2027

## Catalog Description:

### PCN 50XX - Social Work and Human Services Fieldwork
### 3.00 - 4.00 Units

This course provides the student who is participating in a supervised field experience in a community organization, agency, or institution with a weekly class meeting that provides the academic element to the experiential course offering. This course is designed to provide the student with an opportunity to observe, practice, and develop skills that would facilitate gaining employment in the social work and human services field. Students will participate in 108–150 hours of fieldwork per term, including both in and out-of-class hours. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the social work and human services field.
1 Units Lecture 2 - 3 Units Work Experience

**Prerequisite(s):**

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

- SOC 1 **or** PCN 5 **or** PSYC C1000

| | |
|---|---|
| **Total Lecture Hours** | 18 - 18 |
| **Total Inside of Class Hours** | 18 - 423 |
| **Total Outside of Class Hours** | 36 - 36 |
| **Total Student Learning Hours** | 54 - 459 |

## Course Grading:

Optional

**Justification for course proposal**

This is a combined course of PCN 50 (lecture) and PCN 50L (Lab). The separate lab and lecture had to be taken concurrently, but as they were listed as separate classes, students were often confused or had delays in registration. This combined course will hopefully reduce that barrier for students. The lab has variable units as students with different career goals or on different pathways will require different minimum lab hours.

## Discipline:

Counseling.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Evaluate their development of work skills and achievement of learning objectives established by the student.
B. Identify resources and services that clients need and depend upon, and how they can be accessed.
C. Identify barriers that clients face when accessing social services.

## Course Objectives:

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

A. Identify and characterize the major components of social work and human services practice.
B. Apply a basic Code of Ethics (e.g., NASW or NOHS) and integrate social justice principles to the field work experience.
C. Reflect upon the application of ethical and professional standards to use of self within specific agency settings.
D. Demonstrate knowledge of fundamental legal guidelines, privacy and information management related to the standards of professional practice.
E. Explain the purpose and skills of cultural engagement and humility (i.e., recognize cultural competence, multiculturalism, and cross-cultural interactions as areas for ongoing professional development).
F. Demonstrate personal self-awareness, non-judgmental assessment and support capability, and readiness for professional development including feedback from supervision.
G. Apply theoretical knowledge obtained in the lecture portion of the course
H. Evaluate the fieldwork experience in relation to course objectives, career plans, and personal growth.

## Course Content:

**Lecture:**

1. The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession.
2. Codes of Ethics (e.g., NASW or NOHS) and social justice principles (e.g., promoting equity and fairness, challenging practices that create inequality, and advocating for the rights and interests of marginalized and oppressed groups).
3. Legal context of social work practice/human services, and the role of supervision in the professional development journey.
4. Identify resources and services that clients need and depend upon.
5. Examination of the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, culture, language, sexuality, religion, gender, age, abilities, or economic status.
6. Exploring the progressive nature and skills of generalist practice.

**Work Experience:**

1. Application of the following to the fieldwork experience:
    1. The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession.
    2. Codes of Ethics (e.g., NASW or NOHS) and social justice principles (e.g., promoting equity and fairness, challenging practices that create inequality, and advocating for the rights and interests of marginalized and oppressed groups).
    3. Legal context of social work practice/human services, and the role of supervision in the professional development journey.
    4. Identify resources and services that clients need and depend upon.
    5. Examination of the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, culture, language, sexuality, spirituality, gender, age, abilities, economic status, or language.
    6. Exploring the progressive nature and skills of generalist practice.

## Methods of Instruction:

1. Audio-visual Activity -
2. Written Exercises -
3. Discussion -
4. Work Experience -
5. On-the-job, supervised work experience - Individual consultation with instructor and fieldwork supervisor and successful completion of required field hours.

## Methods of Evaluation

A. Class Participation
    1. Weekly
B. Home Work
    1. Weekly
C. Oral Presentation
    1. 1 per term
D. Papers
    1. 4-6 per term
E. Successful completion of required fieldwork hours; Supervisor's performance evaluation; Student's self performance evaluation. Frequency: End of term

## Typical Outside-of-Class Assignments

A. Activity:
    1. Assignments are individualized according to student placement and fieldwork goals. Typical assignments may include:
        1. Conducting an intake and establishing rapport;
        2. Gathering information and assessing clients' needs;
        3. Developing a client service plan;
        4. Providing resources and referrals;
        5. Client record safeguarding and data management;

6. Career research and exploration.

B. Writing:
    1. Fieldwork Journals:
        1. Each journal entry should reflect on your field experiences and address topics, such as:
            1. Personal values, cultural competence and humility
            2. Ethical dilemma(s) and navigating conflict
            3. Self-disclosure and establishing boundaries
            4. Teamwork, collaboration and supervision
            5. Professional Development; self-reflection, self-evaluation, self-care
    2. Self Analysis Paper: provides you with an opportunity to reflect on your internship experience and personal growth. This includes challenges faced, successes achieved, diversity and social justice exposures, professional development, and experiences working directly with clients and within the agency system.
        1. Sample topics:
            1. Agency Description; mission and goals, structure, organization, programs and staffing, service delivery, populations served etc.
            2. Experience within the agency system, working with colleagues and supervisors, navigating agency culture, and identifying areas of strength and needs for improvement.
            3. How cultural and ethnic exposures have impacted your understanding and sensitivity to diverse populations, particularly those that have historically been marginalized.
            4. Experience working with vulnerable groups and how this has impacted your personal and professional development.
    3. Oral presentation of your Self Analysis paper:
        1. This is an opportunity to demonstrate your experiences by presenting to your peers. The content of the presentation will be based on your "Self Analysis Paper".

## Textbooks (Typical):

**Textbook:**

1. John Poulin, Selina Matis, Heather Witt *The Social Work Field Placement: A Competency-Based Approach*. 5 ed., Springer, 2023.
2. Marla Berg-Weger *The Practicum Companion for Social Work: Integrating Class and Field Work*. 4 ed., Pearson, 2022.
3. Linda May Grobman *Days in the Lives of Social Workers*. 5 ed., The New Social Worker Press, 2019.
4. Shelagh Larkin *A Field Guide for Social Workers: Applying Your Generalist Training*. 1 ed., Sage, 2019.

## Other Materials Required of Students

1. Access to a computer and internet connection..

## Equity Based Curriculum

- Course Content
- Typical Assignments

## Requisite Validation

A. SOC 1
   CCN/C-ID Requirement
B. PCN 5
   CCN/C-ID Requirement
C. PSYC C1000
   CCN/C-ID Requirement

## 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.**
This course is offered in a DE mode to allow for accessibility by all types of students, including non-traditional college students.

**Explain how the decision was made to offer this course in a Distance Education mode.**
1) The Faculty Counseling Department, in a department meeting, made the decision to offer most PCN courses available in a DE mode to increase accessibility.

2) The counseling faculty also decided to potentially offer this course as a hybrid to allow students to meet each other in a class setting, share classrooms with other classes (limited room capacity), and potentially increase enrollment which will meet the needs of the program, department and students served.

**Accessibility:**

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

**Course Objectives:**

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.

- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 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:** With each assignment that is given
- **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**

- **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:** weekly

**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:** 4-6 per term
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** Instructor discretion
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** weekly
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** One per term
- **Other:**

**Frequency:** Successful completion of required fieldwork hours; Supervisor's performance evaluation; Student's self performance evaluation. Frequency: End of term

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU

C-ID: SWHS 120A

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000630060

**CB03: TOP Code**
210400 - Human Services

**CIP Code**
44.0701 - Social Work

**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.

**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

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# Admin Outline for Psychology 24
# Introductory Statistics for the Behavioral and Social Sciences
**Effective:** Fall 2028

## Catalog Description:

### PSYC 24 - Introductory Statistics for the Behavioral and Social Sciences
### 4.00 Units

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. Designed for psychology and social science majors, with applications using data from psychology, the social sciences, health science, and education. Emphasizes selecting appropriate analyses, interpreting software output, and communicating findings in APA style over hand computation.
3 Units Lecture 1 Units Activity

**Prerequisite(s):**

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

- Intermediate Algebra or a higher level of mathematics.

| | |
|---|---|
| **Total Lecture Hours** | 54 |
| **Total Activity Hours** | 36 |
| **Total Inside of Class Hours** | 90 |
| **Total Outside of Class Hours** | 126 |
| **Total Student Learning Hours** | 216 |

## Course Grading:

Optional

**Justification for course proposal**

This course is part of the effort to develop discipline-specific courses in statistics for students in the social sciences in anticipation of the upcoming CCN template.

## Discipline:

Psychology, or, Mathematics.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Evaluate the research design, statistical claims, and ethical reporting in published research or media reports.
B. Use statistical software to analyze a behavioral or social science dataset and report the results in APA style.
C. Compute, display, and interpret descriptive statistics appropriate to a variable's scale of measurement.
D. Select, conduct, and interpret an appropriate hypothesis test (t-test, ANOVA, chi-square, or correlation/regression) for a research question, distinguishing statistical from practical significance.

## Course Objectives:

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

A. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
B. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
C. Describe and apply probability concepts and distributions.
D. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
E. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
F. Evaluate ethical issues in statistical practice.
G. Distinguish among scales of measurement and between categorical and quantitative variables, and explain how they determine appropriate analyses.
H. Explain the roles of the Central Limit Theorem and standard error in statistical inference.
I. Select an appropriate analysis for a research question based on study design (one-sample, independent groups, paired, multi-group, or relational) and variable types.
J. Conduct and interpret t-tests, one-way ANOVA with post hoc comparisons, and chi-square tests, including checking their assumptions.
K. Interpret correlation coefficients and simple linear regression, including prediction and the limits of causal inference.
L. Interpret effect sizes and statistical power, and distinguish practical from statistical significance.
M. Communicate statistical results in APA style and in plain language for a general audience.
N. Critique research design and statistical analysis reported in published scholarly journals in psychology and the social sciences.

## Course Content:

**Lecture:**

1. Introduction to statistical thinking and processes

    1. The scientific method and the role of statistics
    2. Uses and misuses of statistics; ethics in data collection and reporting
2. Technology-based statistical analysis
    1. Running analyses in software such as JASP, jamovi, or Excel
    2. Reading and explaining software output
3. Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science
    1. Applications drawn from psychology, the social sciences, health science, and education
    2. Reading statistics in published research
4. Units (subjects/cases) and variables in a data set, including multivariable data sets
    1. Scales of measurement
5. Categorical and quantitative variables
    1. How variable type determines the appropriate analysis
6. Sampling methods, concerns, and limitations, including bias and random variability
    1. Sampling in behavioral research, including convenience samples
7. Observational studies and experiments
    1. Limits on causal conclusions
8. Data summaries, visualizations, and descriptive statistics
    1. Frequency distributions, tables, and graphs
    2. Measures of central tendency and variability
    3. Relative position, z-scores, and standardized distributions
    4. Choosing summaries appropriate to a distribution's shape
9. Probability concepts
    1. Basic probability rules as the foundation of inference
10. Probability distributions (e.g., binomial, normal)
    1. The binomial and normal distributions, treated conceptually
11. Sampling distributions and the Central Limit Theorem
    1. Sampling error and the distribution of sample means
    2. Standard error
12. Estimation and confidence intervals
    1. Interpreting and reporting confidence intervals
13. Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results
    1. The logic of hypothesis testing: null and alternative hypotheses, p-values, and decision rules
    2. Type I and Type II errors
    3. Effect size, power, and practical significance
    4. Choosing an analysis from the research question, design, and variable types
    5. One-sample, independent-samples, and paired-samples t-tests
    6. One-way ANOVA, post hoc comparisons, and assumptions
    7. Chi-square goodness of fit and test of independence
    8. Reporting results in APA style and plain language
14. Regression, including correlation and linear regression equations
    1. Simple linear regression and prediction
    2. t-tests and ANOVA as special cases of the general linear model

**Activities:**

1. Collect, code, and clean a class survey dataset; identify variable types and scales of measurement
2. Evaluate the sampling method and design of example studies, and identify sources of bias
3. Produce and interpret tables, graphs, and descriptive statistics in Excel, JASP, or comparable software
4. Use simulations to explore probability, sampling distributions, and the Central Limit Theorem
5. Construct and interpret confidence intervals in software
6. Software labs for each analysis (t-tests, ANOVA, chi-square, correlation, regression) and data interpretation
7. Choose-the-test exercises that match research scenarios to analyses
8. Explain a software output table in plain language to a peer or in a short recording
9. Write APA-style Results paragraphs, including effect sizes and confidence intervals
10. Critique the methods and statistics in a published article
11. Prepare and deliver an oral presentation of findings from the course project

## Methods of Instruction:

1. Lecture - Traditional lectures using multimedia tools
2. Research - Analysis of original or existing data
3. Projects - Laboratory projects to apply major objectives from the course
4. Lab - Lab activities to learn how to evaluate and analyze data
5. Classroom Activity - Regular application exercises of course content
6. Demonstration - Problem sets in class and in lab
7. Student Presentations - Presentations of student findings from research data
8. Discussion - In-class discussion of real-world applications of statistical concepts.

## Methods of Evaluation

A. Class Work
    1. Weekly
B. Exams/Tests
    1. 1-4 per semester
C. Home Work
    1. Weekly
D. Oral Presentation
    1. 1-3 per semester
E. Papers
    1. 1-4 per semster
F. Projects
    1. 1 per semester
G. Quizzes
    1. Weekly

## Typical Outside-of-Class Assignments

A. Reading:
    1. Homework will include reading the textbook.

2. Homework problems will be assigned from each chapter/module/section to be covered.

B. Project:
   1. Take a sample dataset and run correlation, t-test, and ANOVA on variables selected by the student. Report the findings in APA 7th edition and create a write up for a Results section of a research paper.

## Textbooks (Typical):

**OER:**

1. Linda R. Cote, Rupa Gordon, Chrislyn E. Randell, Judy Schmitt, Rudy Guerra *Introduction to Statistics in the Psychological Sciences.* 1st /e, Open Textbook Library, 2024. https://open.umn.edu/opentextbooks/textbooks/709.

**Textbook:**

1. Gregory J. Privitera *Statistics for the Behavioral Sciences.* 4th ed., Sage College Publishing, 2024.
2. Jessica Hartnett *Psychological Statistics for Everyone.* 1st ed., WW Norton, 2025.

## Equity Based Curriculum

- Textbooks/Materials

## Requisite Validation

A. Intermediate Algebra or a higher level of mathematics.
CCN/C-ID Requirement

## DE Proposal

**Delivery Methods**

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
This course should be offered in Distance Education mode to expand access for the many students whose work schedules, family responsibilities, transportation limits, or disabilities make regular on-campus attendance difficult. Statistics is a high-demand course that satisfies the quantitative reasoning general education requirement and is typically required for transfer pathways in psychology, sociology, and related majors. Because so many students need it, limiting the course to in-person sections can create bottlenecks that delay degree completion and transfer. Offering Fully Online, Online with Flexible In-Person Component, and Partially Online (hybrid) formats lets the department schedule sections that match student demand and gives the college flexibility during emergencies or facility disruptions.

The course content is well suited to online delivery. Students learn to organize and describe data, calculate and interpret measures of central tendency and variability, and conduct and interpret inferential tests such as correlation, regression, t-tests, ANOVA, and chi-square, along with p-values and effect sizes. These skills translate naturally to the learning management system through step-by-step worked examples, short

instructional videos students can pause and replay, interactive practice problems with immediate feedback, and data analysis assignments using spreadsheet or statistical software. Many students who experience math anxiety benefit from the ability to review explanations at their own pace and practice repeatedly before graded assessments. Working with real datasets from the social and behavioral sciences in a digital environment also builds the technology skills students will need in upper-division coursework and careers.

Regular and effective contact will be maintained through weekly announcements, faculty-initiated feedback on problem sets and projects, active discussion forums where students explain their reasoning and help one another, scheduled office hours (including virtual options), and timely responses to student questions. Collaborative data projects and peer review provide regular student-to-student interaction. All course materials, including equations, graphs, and statistical output, will meet accessibility standards so that every student can participate fully. When offered in the hybrid or flexible in-person formats, in-person meetings can be used for guided problem-solving sessions, hands-on software work, and proctored exams, while lecture content, readings, and practice activities are delivered online.

**Explain how the decision was made to offer this course in a Distance Education mode.**
The decision to offer this course in Distance Education mode was made by discipline faculty in consultation with the department. Faculty reviewed the course outline of record and agreed that the student learning outcomes, content, and assessments can be met with the same rigor online as in person. The discussion considered several factors: strong and ongoing student demand for statistics as a general education and transfer requirement, the need to reduce scheduling bottlenecks that delay degree completion, and the access needs of students who work, care for family members, commute long distances, or have disabilities.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Daily
- **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 or Monthly

**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:** Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** Monthy

**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:** Weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*

**Frequency:** 3 times a term
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Weekly
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** Weekly
- **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
- **Games:** *Games will be used to reinforce learned material.*
  **Frequency:** Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Once a term
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** Once a term

## General Education/Transfer

**General Education/Transfer Request**

Cal-GETC
- 2 - Mathematical Concepts and Quantitative Reasoning

CSU Transfer
- Transfers to CSU

Las Positas College GE
- 2 - Mathematical Concepts and Quantitative Reasoning

UC Transfer
- Transfers to UC

C-ID: MATH 110

## Codes and Dates

**Course CB Codes**

**CB03: TOP Code**

200100 - Psychology, General

**CIP Code**

42.0101 - Psychology, General

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

E - Non-Occupational

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

# 5.2. Course Modifications

- AJ 50 Introduction to Administration of Justice
- AJ 70 Community Relations
- AJ 89 Family Violence
- BIO 1R Organismal Biology
- BUSN 87 Organizational Management and Leadership
- CIS 59C Web Programming – Javascript
- CIS 71C Skills Improvement
- CIS 74 Administrative Office Professional
- CIS 79 Medical Office Procedures
- CIS 81A Introduction to Cloud Computing
- CIS 81B Database Essentials in the Cloud
- CIS 88B Word Processing Advanced: MS Word, Google Docs, AI Tools
- CMST 2 Oral Interpretation of Literature
- CNT 51 CompTIA's A+ Certification Computer Technician
- CNT 55 Windows Server Installation, Storage, and Compute
- CNT 56 Networking with Windows Server
- CNT 69 Network Security; CompTIA Security + Certification
- CNT 7401 Red Hat Linux Administration I
- CNT 7402 Red Hat Linux Administration II
- CNT 7501 Ethical Hacking
- CNT 8002 Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)
- CNT 8003 Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)
- CS 4 Introduction to Artificial Intelligence
- CS 5 Introduction to Machine Learning
- FST 7 Fire Service Conditioning & Physical Agility Development
- FST 30 Basic Firefighter Skills and Update
- FST 31 Intermediate Firefighter Skills and Update
- FST 32 Advanced Hazmat and Wildland Training for Firefighters
- HIST 28 History of the American West
- HIST C1002 United States History since 1865
- KIN 19 Care and Prevention of Athletic Injuries
- LIBR 1 Working with Sources
- LIBR 4 College Research Techniques
- LIBR 7 The Open Web and Search Engines
- LIBR 29 Independent Study, Library Studies
- MATH 3 Multivariable Calculus
- MIND 15 Mindfulness, Meditation and Self Compassion
- PHTO 50 Introduction to Photography
- PHTO 56 Introduction to Digital Photography
- PHTO 57 Intermediate Digital Photography
- PHTO 58 Introduction to Videography

- PHTO 64A Artificial Light Photography
- PHTO 66 Digital Imaging
- PHTO 68 Color Field Photography

LAS POSITAS COLLEGE

Admin Outline Comparison

## Course Modification: AJ 50 - Introduction to Administration of Justice

**Course Modification: AJ 50 - Introduction to Administration of Justice (Launched)**
**compared with**
**AJ 50 - Introduction to Administration of Justice (Active - Implemented 10-01-2024)**

# Admin Outline for Administration of Justice 50
# Introduction to Administration of Justice
**Effective:** Fall ~~2021~~ 2027

## Catalog Description:

### AJ 50 - Introduction to Administration of Justice
### 3.00 Units

History and philosophy of administration of justice in America; recapitulation of the system; identifying the various subsystems, role expectations, and their interrelationships; theories of crime, punishment, and rehabilitation; ethics, education and training for professionalism in the system.
3 Units Lecture

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

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Administration of Justice.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Critically analyze and discuss issues of crime and justice.
B. Define causal theories, criminal types and societal factors used to explain the nature of crime.
C. Describe the evolution of the American criminal justice system, including the history, development,structure, and function of police, courts, and corrections.
D. Articulate the scope of the crime problem in present-day America and discuss the methods, theories, and concepts associated with measuring crime.

## Course Objectives:

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

A. Discuss the evolution of the criminal justice system, including the history, development, structure, and function of American police, courts, and corrections
B. Explain the interrelationship of the various criminal justice agencies including probation, parole, community corrections, prisons, and jails
C. List the causal theories, criminal types and societal factors used to explain the nature of modern crime
D. Articulate the scope of the crime problem in present-day America and discuss the methods, theories, and concepts associated with crime data, emerging patterns of criminal activity, and the cost of crime
E. Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and the future development
F. Explain an individual's constitutionally guaranteed rights
G. List the attributes of professionalism expected in criminal justice personnel
H. Critically analyze and discuss issues of crime and justice from varying perspectives and utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice
I. Effectively follow the appropriate writing style practiced in the social sciences

## Course Content:

1. Crime and the criminal justice system
    1. Historical development
    2. Current trends
    3. Federal involvement
2. The criminal justice system
    1. Governmental structure
    2. Agencies of the criminal justice system
    3. The criminal justice process
3. The nature of crime and victimization
    1. The concept of crime
    2. How crime is measured
    3. Crime rates – patterns and trends
    4. Victimization data
4. The causes of crime
    1. The classical view of personal responsibility
    2. Biological theory

3. Sociological theories
4. Conflict theory

5. Criminal Law
    1. Historical development
    2. Purposes of criminal law
    3. Sources of criminal law
        1. Common law
        2. Case decisions
        3. Administrative rule making
        4. Constitutional law
6. Classification and legal definitions of crimes
7. Criminal responsibility
8. The criminal defense
9. Roles of the police
    1. Patrol procedures
    2. Investigative techniques
    3. Changing concepts
    4. Community oriented policing
10. Issues in policing
    1. Professionalism
    2. The police culture and personality
    3. Changing composition of the police force
        1. Role of education
        2. Inclusion of minorities
        3. Increased role of female police officers
11. Police and the rule of law
    1. Identifying criminal behavior
    2. Search and seizure
    3. Surveillance
    4. Custodial interrogation
    5. Exclusionary rule
12. Courts and the judiciary
    1. Structure of the system
    2. Criminal court processes
    3. Prosecution
    4. Defense
    5. Right to counsel
13. Procedures following arrest
    1. Bail
    2. Preventative detention
    3. The process of indictment
    4. Plea bargaining
14. Trial procedures
15. Punishment
    1. History and philosophy

2. Goals
3. Sentencing strategies
4. Capital punishment

16. Corrections
    1. History of correctional institutions
    2. Jails and prisons
    3. The correctional population
    4. Probation and parole
17. Juvenile Justice
    1. Historical development
    2. Juvenile court jurisdiction
    3. Trial, disposition, and treatment

## Methods of Instruction:

1. Lecture -
2. Discussion -
3. Guest Lecturers - from the various branches of the criminal justice system
4. Student group project and reports
5. Case studies of recent court decisions

## Methods of Evaluation

A. Class Participation
    1. Daily
B. Exams/Tests
    1. Midterm and Final Exam
C. Field Trips
    1. Once a semester
D. Home Work
    1. Periodic
E. Papers
    1. Semester long
F. Quizzes
    1. Periodic
G. Research Projects
    1. Semester long

## Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :
    1. Visit a selected justice facility – police station, courtroom, jail – and provide a three-page summary report.
    2. Homework assignments answering chapter study questions
    3. Brief oral and written report on student group project
    4. Written analysis of case study of recent court decision

## Textbooks (Typical):

**OER:**

1. Courtney A. Crittenden *Introduction to the Criminal Justice System.* N/A /e, University of Tennessee at Chattanooga, 2025. https://scholar.utc.edu/open-textbooks/7/.

**Textbook:**

1. ~~Joseph Senna, Larry Siegel~~ Introduction to Criminal Justice. ~~16th ed., Wadsworth Publishing, 2017.~~
2. ~~J. A. Fagin~~ CJ 2017. ~~1st ed., Pearson, 2018.~~
3. ~~F. J.~~ Frank Schmalleger *Criminal Justice Today ; : An Introductory Text for the 21st Century.* 14th Edition ed., Pearson (Prentice Hall/Pearson) , ~~2016~~ 2026.
4. Catherine D. Marcum, Paul A. Lucas, and Kweilin T. Lucas *Introduction to Criminal Justice: A Modern Approach.* First ed., Aspen Publishing, 2026.
5. George F. Cole, Christopher E. Smith, Christina DeJong *Criminal Justice in America.* 11 ed., Cengage, 2027 .

## Other Materials Required of Students

## Equity Based Curriculum

- Course Objectives
- Methods of Instruction
- Textbooks/Materials
- DE Course Interaction

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

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

Student feedback has indicated a DE mode of course delivery would be beneficial. A DE offering of the course during the summer would also present an opportunity for recent high school graduates to accelerate their studies in the AJ program.

The on-line environment can support the course objectives and SLOs.

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

The decision was made after hearing from students, and discussions with the Public Safety Programs Manager.

**Accessibility:**

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

**Syllabus:**

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Each student will be emailed a minimum of three times each semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Participate in a minimum of one discussion board and provide feedback to each student on a biweekly basis.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Feedback on a minimum of one assignment or assessment on a biweekly basis.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of one announcement each week.

**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:** Participate in a minimum of eight discussion boards per semester including a minimum of one reply to other student postings.

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Participate in a minimum of eight discussion boards per semester including a minimum of one reply to other student postings.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Each student will complete a short, analytical research paper once during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** A minimum of five (5) quizzes, three (3) exams, and a comprehensive final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** A minimum of once per week.

## General Education/Transfer

**General Education/Transfer Request**
Cal-GETC
- 4 - Social and Behavioral Sciences - Approved

CSU Transfer
- Transfers to CSU - Approved

Las Positas College GE
- 4 - Social and Behavioral Sciences - Approved

UC Transfer
- Transfers to UC - Approved

C-ID: AJ 110 - Approved

## 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.**
**Credit-by-Military-JST** Yes
**Credit-by-Industry-Recognized-Training** Yes

**Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.**
California Commission on Peace Officer Standards and Training (POST) Basic Certificate. ~~No recency requirement.~~
~~Courses (including this one) for which a student will earn credit:~~
~~AJ50 Intro to Administration of Justice~~
~~AJ60 Criminal Law~~
~~AJ61 Evidence~~
~~AJ70 Community Relations~~
~~AJ63 Criminal Investigation~~
~~AJ66 Juvenile Procedures~~
~~AJ55 Intro to Correctional Science~~
~~AJ68 Police Ethics & Leadership~~

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000348890

**CB03: TOP Code**
210500 - Administration of Justice

**CIP Code**
43.0103 - Criminal Justice/Law Enforcement Administration

**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**
C - Clearly 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**
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** N - Course is not an upper division course

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: AJ 70 - Community Relations

**Course Modification: AJ 70 - Community Relations (Launched)**
**compared with**
**AJ 70 - Community Relations (Active - Implemented 10-01-2024)**

## Admin Outline for Administration of Justice 70
## Community Relations
**Effective:** Fall ~~2022~~ 2027

### Catalog Description:

### AJ 70 - Community Relations
### 3.00 Units

This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. Topics may include the consensus and conflicting values in Culture, Religion, and Law.
3 Units Lecture

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

### Course Grading:

~~Letter Grade Only~~ Optional

**Justification for course proposal**

### Discipline:

Administration of Justice.

### Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Compare, contrast and explain different community-based policing programs and the strengths and limitations of each in their relationship to a diverse community.
B. Describe the structure of various cultures in a community, including special populations and subcultures and how to effectively communicate with each group.
C. Identify the structure of the police organization and its impact on officer behavior, community relations and community members.

## Course Objectives:

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

A. Explain the history and evolution of American culture and its roots in a multicultural society
B. Identify and explain issues that may pose potential conflicts between the community and the justice system, (police, courts and corrections)
C. Identify and describe the strategies for the administration of justice in a diverse, multicultural society.

## Course Content:

1. Evolving nature of multiculturalism
    1. Agency responsibility to the multicultural/diverse communities served
    2. Intergroup relations and conflict
2. Multicultural populations
    1. Power structure of the community
    2. Diversity/multiculturalism within the community
    3. Victimization of immigrant populations
3. Demographics of interest communities
    1. Persistent issues
    2. Analysis of community problems

3. "Top-down" programs from agency to community versus community involvement in program creation

4. Police and policing the community

    1. Politics and crime prevention
    2. Policing and social change
    3. Impacts of various crime control strategies
    4. Procedural justice

5. Courts and the community

    1. Consensus and conflict
    2. Restorative justice
    3. “Public” versus “community” relations

6. Managing/Policing diverse populations in correctional settings

    1. Multicultural populations and corrections

7. Strategies for facilitating conflict resolution in a multicultural society

    1. Agency policy and procedure
    2. Criminal justice – press relationships
    3. The criminal justice system image
    4. Impacts of technology and social media on community relations

## Methods of Instruction:

1. Lecture
2. Discussion - Seminar style
3. Guest Lecturers
4. Research
5. Written Exercises
6. Demonstration
7. Audio-visual Activity - Review, analyze, and discuss topical audio-visual material

## Methods of Evaluation

A. Exams/Tests
    1. Comprehensive final exam
B. Home Work
    1. Written assignment - Issue analysis
C. Oral Presentation
    1. Current or historical event analysis presentation
D. Papers
    1. Problem analysis paper
E. Quizzes
    1. Periodic chapter exams

## Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

    1. ~~Weekly reading assignments~~

        1. Read chapters assigned from course textbook

    B. Writing:

        1. Problem analysis paper

            1. Write a paper analyzing a community issue from a Problem Oriented Policing perspective. Identify the most effective response to the problem and any negative outcomes that may result

    C. Project:

        1. In class presentation

1. Identify a current or historical event/issue that exemplifies a conflict between a multicultural society and our criminal justice system. Present an analysis of the issue to the class. Identify any evidence of bias, stereotyping, or monoculturalism that contributes to the problem. Identify solutions.

## Textbooks (Typical):

**OER:**

1. Wymore and Raber *Community and the Justice System.* , Taft College LibreTexts, 2026. https://workforce.libretexts.org/Courses/Taft_College/Community_and_the_Justice_System_(Wymore_and_Raber).

**Textbook:**

1. ~~Patrick J. Solar~~ Police Community Relations: A Conflict Management Approach. ~~1st ed., West Academic Publishing, 2019.~~
2. Robert ~~M.~~ McNamara ~~Shusta, Deena R. Levine, Aaron T, Olsen~~ Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society. ~~7th ed., Prentice Hall, 2016.~~
3. ~~Linda S. Miller, Karen M. Hess, Cristine H. Orthmann~~ Community Policing : Partnerships for Problem Solving. ~~8th ed., Wadsworth, Inc., 2017.~~
4. ~~Robert H. McNamara,~~ & Ronald ~~G.~~ Burns *Multiculturalism, Crime, and Criminal Justice.* ~~2nd~~ 3rd Edition ed., Oxford University Press, ~~2018~~ 2023.
5. Lee Ross *Cultural Diversity and the Administration of Justice: A Brief Reader* . First Edition ed., Cognella Academic Publishing, 2025 .

## Other Materials Required of Students

1. Internet access.

## Equity Based Curriculum

- Course Content
- Textbooks/Materials

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
Student feedback has indicated a DE mode of course delivery would be beneficial.  A DE offering of the course during the summer would also present an opportunity for recent high school graduates to accelerate their studies in the AJ program.

The on-line environment can support the course objectives and SLOs.

**Explain how the decision was made to offer this course in a Distance Education mode.**
The decision was made after hearing from students, and discussions with the Public Safety Programs Manager.

**Accessibility:**

- 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.

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Each student will be emailed a minimum of two times each 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 a minimum of one assignment or assessment on a biweekly basis.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of one announcement each week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Once a week.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Weekly

**Student-Content Interaction**

- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** A minimum of four times each semester. (May include research.)
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** A minimum of two (2) quizzes, one (1) mid-term exam, and a comprehensive final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** A minimum of once per week.
- **Other:**
  **Frequency:** A minimum of once per semester.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: AJ - Approved

## 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.**

**Credit-by-Military-JST** No
**Credit-by-Industry-Recognized-Training** Yes
**Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.**
~~California~~ POST ~~Commission on~~ - Peace Officer Standards and Training ~~(POST)~~ - Basic Certificate ~~:~~ ~~No~~ plus ~~recency~~ verified ~~requirement.~~
~~Courses~~ 3 ~~(including~~ years ~~this~~ full-time ~~one)~~ employment ~~for which~~ as a ~~student~~ Peace ~~will earn credit:~~
~~AJ50 Intro to Administration of Justice~~
~~AJ60 Criminal Law~~
~~AJ61 Evidence~~
~~AJ70 Community Relations~~
~~AJ63 Criminal Investigation~~
~~AJ66 Juvenile Procedures~~
~~AJ55 Intro to Correctional Science~~
~~AJ68 Police Ethics & Leadership~~ Officer

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000370024

**CB03: TOP Code**
210500 - Administration of Justice

**CIP Code**

43.0100 - Criminal Justice and Corrections, General

**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**
C - Clearly Occupational

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

**CB11: Course Classification Status**

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

**CB21: Course Prior to College**
Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: AJ 89 - Family Violence

**Course Modification: AJ 89 - Family Violence (Launched)**
**compared with**
**AJ 89 - Family Violence (Active - Implemented 08-15-2021)**

## Admin Outline for Administration of Justice 89
## Family Violence
**Effective:** Fall ~~2021~~ 2027

### Catalog Description:

### AJ 89 - Family Violence
### 3.00 Units

The nature and dynamics of family and relationship violence, including historical, legal, and cross-cultural views. Specific types of violent interactions and abuse among family members, including intimate partner abuse, sexual violence, child abuse and neglect, and elder abuse. Social influences that may cause or reinforce violent behavior in the home. Emphasis on techniques for use by law enforcement to effectively intervene and investigate, and understanding of the criminal justice response to victims, offenders, and family members affected by violence in the family.

3 Units Lecture

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

### Course Grading:

Letter Grade Only

**Justification for course proposal**

### Discipline:

Administration of Justice.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Apply theoretical concepts and evidence-based practices to assess family violence case studies and recommend appropriate prevention, intervention, and victim support strategies.
B. Evaluate the effectiveness of criminal justice, social service, and community-based responses to family violence using current research, laws, and intervention strategies.
C. Analyze the causes, dynamics, and impacts of family violence, including intimate partner violence, child abuse, elder abuse, and other forms of family maltreatment.

## Course Objectives:

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

A. Describe the various patterns of family violence;
B. Discuss the conditions leading to acts of family violence;
C. Discuss the dynamics of how violence impacts the family;
D. Explain various methods for coping with family violence;
E. Define domestic violence and describe its consequences;
F. Explain societal and economic pressures upon a family that can lead to violence.

## Course Content:

1. Overview of the family as a system
    1. Sociological and psychological definitions and theories
    2. History of family violence as it relates to police work
    3. Laws pertaining to family violence
    4. Cultural conflicts with established law
2. Forms of violence within the family
    1. Child abuse
        1. Social context

        2. Family dynamics
        3. Medical aspects
        4. Law enforcement

    2. Sexual abuse
        1. Family cohesion
        2. Agency involvement, both medical and law enforcement
        3. Alternatives

    3. Sexual misuse
        1. Co-participants
        2. Spousal rape

    4. Parent abuse
    5. Sibling abuse
    6. The support of abuse within the family unit
    7. Situational abuse

3. Effective intervention techniques
    1. Involvement by relatives, neighbors, and friends
    2. Intervention by law enforcement agencies
    3. The role of community agencies

4. Role play exercises

## Methods of Instruction:

1. Lecture - Lectures provide an overview of key theories, concepts, policies, and contemporary issues related to family violence, supported by real-world examples and case analyses.
2. Discussion - Students engage in group discussions that explore contemporary issues in family violence through the analysis of case studies and practical scenarios.
3. Guest Lecturers
4. ~~Audio~~ - ~~visual Activity~~
5. Role-play exercises

## Methods of Evaluation

A. Exams/Tests
    1. A minimum of three per class term
B. Oral Presentation
    1. At least two per class term
C. Papers
    1. One per class term
D. Quizzes
    1. A minimum of five per class term
E. Research Projects
    1. One per class term

## Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

    1. Provide written answers to questions at the end of textbook chapters.

    2. Write discussion questions to be used to create an effective discussion at the end of a guest lecture.

    3. After viewing a video, provide an oral or written analysis of the content.

B. Research:

    1. Prepare a role-play exercise between law enforcement personnel and a suspected family abuser.

    2. Research and write a paper on multicultural conflicts with established law that affect immigrant families.

## Textbooks (Typical):

**Textbook:**

1. ~~Denise~~ Raquel ~~A~~ Kennedy Bergen and Claire M . ~~Hines, Kathleen Malley-Morrison, Leila B. Dutton~~ Renzetti ~~*Family*~~ *Gendered* *Violence in* ~~*the United States: Defining, Understanding, and Combating Abuse.* *3rd ed., Sage Publications, Inc, 2020.*~~
2. ~~*Elizabeth A. Bates, Julie C. Taylor (Editors)*~~ *Intimate Partner Violence* *Families : New* *Perspectives in Research and Practice* *Directions* . 1st ed., ~~Routledge~~ Cognella Academic Publishing , ~~2019~~ 2025 .
3. ~~Cindy~~ Sonia ~~L. Miller-Perrin, Robin D. Perrin, Claire M. Renzetti~~ Salari *Family* *Violence and* ~~*Maltreatment*~~ *Abuse:* ~~*in*~~ *An* ~~*Intimate*~~ *Encyclopedia* ~~*Relationships*~~ *of* *Trends, Issues, and Solutions.* , Bloomsbury Academic, 2023.
4. Lee E. Ross *Domestic Violence and Criminal Justice* . 2nd ed., ~~Sage Publications~~ Routledge , ~~Inc, 2020~~ 2025 .

## Other Materials Required of Students

## Equity Based Curriculum

- Course Content
- Methods of Instruction

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

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

Family Violence is well suited for distance education because students can effectively analyze case studies, participate in discussions, complete research assignments, and evaluate prevention and intervention strategies through online learning activities. The course's emphasis on critical thinking, reading, research, and application of theory can be achieved through instructor-led online instruction, interactive discussions, multimedia resources, and regular student-instructor interaction, while providing increased access and flexibility for diverse learners.

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

The decision to offer this course in a distance education format was based on its emphasis on reading, research, discussion, and case study analysis, all of which can be effectively completed online while maintaining regular instructor-student interaction.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

# DE Course Interaction

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## 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:** Daily minus weekends
- **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:** When applicable
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  **Frequency:** When applicable

## Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** When applicable
- **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:** When applicable
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** Discussion Boards will be made available for students to chat and comment bi-weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** Discussion Boards will be made available for students to chat and comment bi-weekly.

## Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Bi-weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*

**Frequency:** Bi-weekly

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Bi-weekly
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** Bi-weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly to Bi-weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Weekly to Bi-weekly
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
  **Frequency:** Weekly to Bi-weekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** Weekly to Bi-weekly

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU ~~- Approved~~

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000574803

**CB03: TOP Code**
210500 - Administration of Justice

**CIP Code**

43.0103 - Criminal Justice/Law Enforcement Administration

**CB04: Credit Status**
D - Credit - Degree Applicable

**CB05: Transfer Status**
B - Transferable to CSU only.

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
C - Clearly Occupational

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Course Modification: BIO 1R - Organismal Biology

**Course Modification: BIO 1R - Organismal Biology (Launched)**
**compared with**
**BIO 1R - Organismal Biology (Active - Implemented 04-06-2026)**

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# Admin Outline for Biological Sciences 1R Organismal Biology

**Effective:** Fall ~~2026~~ 2027

## Catalog Description:

### BIO 1R - Organismal Biology
### 5.00 Units

This course, intended for biology majors, is a survey of the fundamentals of biology and diversity of unicellular and multicellular organisms. It emphasizes general biological principles, classification, structure, function, and evolutionary adaptations of organisms (including plants, fungi, animals, and unicellular organisms) to their environments.
3 Units Lecture 2 Units Lab

**Prerequisite(s):**

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

- Eligible for college-level mathematics courses with Intermediate Algebra as a prerequisite .

**Recommended Course Preparation:**

- BIO 30

| | |
|---|---|
| **Total Lecture Hours** | 54 |
| **Total Lab Hours** | 108 |
| **Total Inside of Class Hours** | 162 |
| **Total Outside of Class Hours** | 108 |
| **Total Student Learning Hours** | 270 |

## Course Grading:

Letter Grade Only

**Justification for course proposal**

We are revising the biology program from a three-semester sequence to a two-semester sequence in order to align with local colleges and universities and improve student retention and completion. This Organismal Biology course will replace the General Botany and General Zoology courses which will eventually be deactivated.

## Discipline:

Biological Sciences.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. ~~Gain hands-on experience with and demonstrate~~ Demonstrate proficiency in standard biological techniques, using industry - - level biology laboratory equipment and/or discipline-specific computer hardware and software.
B. Conduct a research project and communicate experimental results using standard scientific methods.
C. Explain and apply principles and processes of organismal biology and evolution at different organizational levels, from tissues to the ecological.
D. Explain and demonstrate the theoretical and practical aspects of using a compound microscope to investigate structures, functions, and behaviors of animals, plants, and other eukaryotic taxa.

## Course Objectives:

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

A. Explain the essential elements of life, major hypotheses for life's history, and mechanisms for the diversification of life.
B. Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of organisms.
C. Evaluate the relationships of organisms to each other and their environments.
D. Describe, identify key characteristics and classify representative specimens down to representative phyla.
E. Apply the processes of scientific inquiry, phylogenetic analysis, and experimental design to the diversity of organisms.
F. Summarize evolutionary relationships using phylogenetic trees and build phylogenetic trees using morphological or molecular data.
G. Explain diffusion, osmosis, osmoregulation and water balance at the cellular and organismal level.
H. Distinguish among and explain the structure and function of the different types of cells and tissues.
I. Compare and contrast anatomy and physiology among different animal taxa, including digestive, respiratory, excretory systems, circulatory, muscular, nervous, and reproductive systems.
J. Compare and contrast asexual and sexual reproduction.
K. Discuss and compare developmental patterns among animal taxa and heterotrophic unicellular eukaryotes; provide examples of how development of structures is related to their evolutionary history.
L. Describe origin and importance of multicellularity.

M. Explain mechanisms of evolutionary change.
N. Explain the evidence for evolution .
O. Describe how organisms are organized into and interact within and among populations and communities.
P. Describe processes that occur within ecosystems, including the flow of energy and nutrient cycling .
Q. Apply scientific methodology and critical thinking through experimentation and experiences.
R. Perform laboratory experiments in an efficient, safe, and purposeful manner.
S. Keep a detailed, well-organized, and comprehensive lab notebook.
T. Properly use and care for compound and dissecting microscopes for microscopic examination of biological structures.
U. Apply scientific methodology and reasoning through experimentation and experiences.
V. Demonstrate proficiency with dissection and proper and safe care, use, and choice of dissection tools, including microscopic examination.
W. Acquire, use, and properly cite scientific literature appropriately in scientific writing.
X. Conduct a biology research project or experiment, and clearly convey the results using correct scientific format.

## Course Content:

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**Lecture:**

1. ~~Evolutionary theory, including mechanisms of diversification of life and evidence for evolution~~ Evolutionary theory – principles and history
    1. ~~Population genetics~~ Historical development of evolutionary thought
    2. ~~Speciation and extinction~~ Darwin, Wallace, and decent with modification
    3. Evolution as change in allele frequencies
    4. Microevolution and macroevolution
    5. Evidence for evolution
    6. The modern synthesis
2. ~~Phylogeny of life on earth (including plants, fungi, animals, and unicellular organisms)~~ Mechanisms of evolution – how variation arises and is filtered
    1. ~~Systematics and Taxonomy~~
        1. ~~Taxonomy and classification~~
        2. ~~Phylogenetic and cladistic analysis~~
        3. ~~Tree of life~~

    Sources of genetic variation
    2. ~~Diversity, phylogeny, and basic evolutionary history, and ecology of major animal and plant taxa and relationship with other organisms including multicellular and unicellular eukaryotes~~

1. ~~Algae~~
2. ~~Fungi~~
3. ~~Plants~~
    1. ~~Bryophytes~~
    2. ~~Seedless Vascular Plants~~
    3. ~~Gymnosperms~~
    4. ~~Angiosperms~~

4. ~~Animals~~
    1. ~~Porifera~~
    2. ~~Cnidaria~~
    3. ~~Platyhelminthes~~
    4. ~~Mollusca~~
    5. ~~Annelida~~
    6. ~~Nematoda~~
    7. ~~Arthropoda~~
    8. ~~Echinodermata~~
    9. ~~Chordata~~

Mutation and recombination

3. Gene flow
4. Genetic drift, bottleneck, and founder effect
5. Natural and sexual selection
6. Hardy-Weinberg equilibrium

3. ~~Anatomy, Physiology, Organismal Life Cycles and Development of living organisms (including plants, fungi, animals, and unicellular organisms)~~ Speciation and the history of life

1. ~~Diffusion/osmosis/osmoregulation~~ Species concepts
2. ~~Reproduction and life cycles of multicellular organisms~~ Reproductive isolation
3. ~~Plant structure and anatomy of cells, tissues, and organs~~ Allopatric and sympatric speciation
4. ~~Plant function and physiology~~

    1. ~~Transport of water and nutrients~~
    2. ~~Soils and mineral nutrition~~
    3. ~~Plant hormones~~
    4. ~~Tropisms: external factors and plant growth~~

    Hybridization and species boundaries
5. ~~Animal tissues~~
6. ~~Comparative animal body plans and organ systems~~
7. ~~Development~~

    1. ~~Comparative development~~
    2. ~~Organization and regulation of development~~

    Major events in the history of life
4. ~~Interaction of Organisms with the Environment (including plants, fungi, animals, and unicellular organisms)~~ Classifying life – taxonomy, phylogeny and systematics
    1. ~~Animal Behavior~~ Taxonomic hierarchy
    2. ~~Population, community, and ecosystem ecology~~ Species naming and classification
    3. Phylogenetic trees and evolutionary relationships
    4. Cladistics and shared derived characters
    5. Molecular systematics

5. Prokaryotic Life
    1. Prokaryotic diversity and ecology
    2. Characteristics of Domain Bacteria
    3. Characteristics of Domain Archaea

6. Domain Eukarya - Protists
    1. Endosymbiotic theory
    2. Origin and evolution of eukaryotic cells
    3. Diversity of ‘protists’
    4. Major eukaryotic supergroups
    5. Nutrition and ecological roles
    6. Reproduction and life cycles
    7. Evolutionary significance of ‘protists’

7. Multicellularity – tissues, organs, and homeostasis
    1. Evolution of multicellularity
    2. Cellular specialization
    3. Tissues and organ systems
    4. Homeostasis and feedback mechanisms
    5. Advantages of multicellular life
    6. Challenges and constraints of multicellular life

8. Algae and diversity of life cycles
    1. Photosynthesis and primary production
    2. Major algal groups
    3. Haploid, diploid, and haplodiplontic life cycles

4. Algal ecology and importance

9. Alternation of generations and early land plants
    1. Colonization of land
    2. Derived traits of land plants
    3. Alternation of generations
    4. Bryophyte structure and reproduction – gametophyte dominant plants
    5. Seedless vascular plants – sporophyte dominant plants

10. Spermatophytes – a revolution in plant reproduction
    1. Evolution of seeds and pollen
    2. Gymnosperm diversity and life cycles
    3. Angiosperm innovations
    4. Flower structure and function
    5. Fruit development and seeds
    6. Diversity of angiosperms: monocots and eudicots

11. Plant growth and development
    1. Pant tissues and organs
    2. Meristems and primary growth
    3. Secondary growth and wood formation
    4. Plant hormones
    5. Tropisms

12. Plant transport and photosynthesis
    1. Water and nutrient transport
    2. Xylem and phloem function
    3. Transpiration, water potential, and water movement
    4. Photosynthesis: light dependent and light independent reactions
    5. Adaptations to harsh conditions, C4 and CAM plants

13. Fungal biology
    1. Fungal structure and nutrition
    2. Fungal reproduction – asexual and sexual spores
    3. Ecological importance of fungi
    4. Diversity – Major Fungal lineages

14. Animal diversity – body plans and evolution of main lineages
    1. Origins of animals
    2. Symmetry and body organization
    3. Germ layers and body cavities
    4. Protostomes and deuterostomes
    5. Major animal clades and evolutionary relationships

15. Invertebrates – from basal animals to tunicates

1. Sponges and cnidarians
2. Lophotrochozoans
3. Ecdysozoans
4. Invertebrate deuterostomes
5. Tunicates and other chordate relatives

16. Vertebrates
    1. Characteristic of vertebrates
    2. Evolution of fishes
    3. Origins and derived characters of tetrapods
    4. Amphibians and the transition to land
    5. Reptiles, dinosaurs and birds
    6. Mammals

17. Animal form and function
    1. Tissue types and organ systems
    2. Homeostasis and regulation
    3. Thermoregulation
    4. Metabolism and energy use

18. Animal respiratory systems and circulatory systems
    1. Gas exchange mechanisms
    2. Respiratory structures in invertebrates and vertebrates

3. Open and closed circulatory systems
4. Evolution of vertebrate hearts
5. Blood vessels and circulation
6. Transport of gases and nutrients

19. Animal nutrition: Feeding, digestion and excretory system
    1. Nutritional requirements of animals
    2. Digestive system structure and function
    3. Digestion, absorption, and elimination
    4. Osmoregulation and excretion
    5. Evolution of excretory systems

20. Coordination, communication, and defense
    1. Cell to cell signaling
    2. Nervous system and information processing
    3. Endocrine system and hormones
    4. Physical and chemical defenses
    5. Innate vs adaptive immunity

21. Reproduction and development
    1. Asexual reproduction
    2. Variations in patterns of sexual reproduction

3. Gametogenesis and fertilization
4. Human reproductive anatomy and function
5. Birth and development in humans

22. Introduction to Ecology and the Biosphere
    1. Global climate patterns and energy distribution
    2. Long-term environmental changes and the biosphere
    3. Distribution of terrestrial biomes
    4. Distribution of aquatic biomes
    5. Levels of ecological organization

23. Population Ecology
    1. Dispersal, distribution and density
    2. Demography and population structure
    3. Population growth models
    4. Density-dependent and density-independent regulation
    5. Life history strategies
    6. Human population growth and impacts

24. Communities Ecology
    1. Community structure and composition
    2. Species interactions: competition, predation, mutualism, parasitism)
    3. Ecological niches

4. Food webs and the movement of energy and matter

5. Ecological succession

25. Biodiversity

    1. Levels of biodiversity

    2. Measuring biodiversity

    3. Ecosystem services

    4. Threats to biodiversity

    5. Conservation

**Lab Activities:**

1. Lab Safety
2. Scientific Method & Experimental Design
3. The Microscope
4. Mechanics of Evolution
5. Phylogenetics
6. Animal cells and tissues
7. Plant cells and tissues
8. ~~Unicelluar~~ Eukaryotic ~~Eukaryotes~~ Diversity: Protists, Algae, and Lichens
9. Plant Cells & Tissues
10. Plant Anatomy
11. Plant Diversity
    1. ~~Preserved~~ Bryophytes
    2. Seedless ~~specimens,~~ vascular ~~microscope slides, and/or dissections as applicable~~ plants
    3. Gymnosperms
    4. Angiosperms
12. Animal Diversity
    1. ~~Preserved~~ Basal ~~specimens~~ Animal Phyla (Porifera and Cnidaria)

2. Lophotrozoan Phlya (Platyhelminthes , ~~microscope slides~~ Annelida , and ~~/or dissections~~ Mollusca)

3. Ecdysozoan ~~as~~ Phyla ~~applicable~~ (Arthropoda and Nematoda

4. Invertebrate Deuterostomes (Echinodermata and Invertebrate Chordates)

5. Vertebrates

13. ~~Experimental~~ Body ~~design~~ Systems

    1. Circulatory System and Respiratory System

    2. Digestion and Excretory System

    3. Other Body Systems

14. Ecology Lab Exercises, Field ~~studies~~ projects, or Field trips

## Methods of Instruction:

1. Audio-visual Activity - Slides, drawings on the board, videos, or images may be used.
2. Field Trips - At the discretion of the instructor.
3. Guest Lecturers - At the discretion of the instructor.
4. Lab - Laboratory activities will be completed.
5. Lecture - Lectures will be conducted regularly.
6. Research - Various components of the scientific method of inquiry will be practiced.
7. Written Exercises - Students will write about scientific information.

## Methods of Evaluation

A. Exams/Tests
    1. Minimum 3 per semester
B. Field Trips
    1. Per instructor discretion
C. Lab Activities
    1. Weekly notebook and lab practicals
D. Quizzes
    1. Minimum 3 per semester
E. Research Projects
    1. Research project that focuses on at least one component of the scientific process.
F. Instructors will use diverse methods of evaluation to provide students options for demonstrating their learning.

## Typical Outside-of-Class Assignments

A. Research:
    1. Use a library research database to find a relevant primary research article
    2. Compare and contrast a literature review and primary research article
    3. Cite an article in CSE formation
    4. Collect, photograph, label, and conduct literature review for an insect collection of 5 adult insects, each from a different order.
B. Laboratory:
    1. Properly dissect, sketch, and label an *Ascaris* worm.
    2. Compare and contrast microscopic differences and functions of epithelial tissues.
    3. Dissect, sketch, and label parts of a flower

## Textbooks (Typical):

**OER:**

1. Mary Ann Clark, Matthew Douglas, Jung Choi *Biology.* 2nd /e, OpenSta, 2026. .

**Textbook:**

1. Sylvia Mader, Michael Windelspecht *Biology.* 14th ed., McGraw Hill, 2021.
2. Lisa Urry, Michael Cain, Steven Wasserman, Peter Minorsky, Rebecca Orr *Campbell Biology.* 12th ed., Pearson, 2021.
3. James Morris, Daniel Hartl, Andrew Knoll, Robert Lue, Melissa Michael, Andrew Berry, Andrew Biewener, Brian Farrell, N. Michele Holbrook, Jessica Liu, Jean Heitz, Mark Hens, Elena Lozovsky *Biology: How Life Works.* 4th ed., W.H. Freeman and Company, 2023.

**Manual:**

1. James Perry, David Morton, Joy Perry. Lab Manual for Majors General Biology. Cengage Learning, 2008.
2. Darrell, Vodopich, Randy Moor. Biology Laboratory Manual. McGraw Hill, 2022.
3. Jane Reece, Judith Morgan. M Eloise Brown Carter. Investigating Biology Laboratory Manual. Pearson, 2017.
4. Perry, J., and Morton, D.. Photo Atlas for Biology. Brooks/Cole Cengage, 1996.
5. Adams, B., Crawley, J.. Van De Graaff's Photographic Atlas for the Biology Laboratory, 8th edition. Morton Publishing, 2018.

## Other Materials Required of Students

1. PPE (personal protective equipment).

## Equity Based Curriculum

- Methods of ~~Instruction~~
- - Assignments
- - Methods of Evaluation
- ~~Typical Texts~~ Textbooks/Materials

## Requisite Validation

A. Eligible for college-level mathematics courses with Intermediate Algebra as a prerequisite . CCN/C-ID Requirement

## DE Proposal

**Delivery Methods**

- **Partially Online**
- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

**Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.**
The biology faculty felt that there is a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
Offering a hybrid modality provides more flexibility for students while still maintaining an in-person component, the labs must be held in person.

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

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.

- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** At least two times during the semester. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **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:** There will be feedback on all quizzes and exams and on many assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** There will be announcements to the class at least once every two weeks.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** The instructor will use chat at least once per week.

**Student-Student Interaction**

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

**Student-Content Interaction**

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Students will complete at least one project related to the scientific process over the course of the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Minimum of 3 exams and at least 3 quizzes will be given each semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** At least one time per semester.
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** At the discretion of the instructor.

## General Education/Transfer

**General Education/Transfer Request**

Cal-GETC

- 5B - Biological Science - Approved
- 5C - Laboratory - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 5 - Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: BIOL 140

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000654067

**CB03: TOP Code**
040100 - Biology, General

**CIP Code**
26.0101 - Biology/Biological Sciences, General

**CB04: Credit Status**
D - Credit - Degree Applicable

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

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
E - Non-Occupational

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

**CB11: Course Classification Status**

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

**CB21: Course Prior to College**
Y - Not applicable

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

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

**CB24: Program Status**
1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: BUSN 87 - Organizational Management and Leadership

**Course Modification: BUSN 87 - Organizational Management and Leadership (Launched)**
**compared with**
**BUSN 87 - Organizational Management and Leadership (Active - Implemented 08-15-2021)**

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## Admin Outline for Business 87
## Organizational Management and Leadership
**Effective:** Fall ~~2021~~ 2027

### Catalog Description:

### BUSN 87 - Organizational Management and Leadership
### 3.00 Units

This course examines the special case of detailed planning and implementation of management decisions in strategic business units. Attention is focused on three areas: developing action plans and implementation strategies, developing awareness of the contingencies to be considered in taking strategic actions, and investigating how different academic disciplines interpret the leadership phenomenon. This course highlights key criteria used in assessing the viability of an organizational action plan, and the role of leadership in managing constructive change processes.
3 Units Lecture

**Recommended Course Preparation:**

- BUSN 40

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

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Business, or, Management.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. ~~Upon completion of BUSN 87, the student should be able to diagnose~~ Diagnose causes of organizational problems.
B. ~~Upon completion of BUSN 87, the student should be able to identify~~ Identify differences between leadership and management theories.
C. ~~Upon completion of BUSN 87, the student should be able to align~~ Align and contrast their own leadership skills with that of leaders in an organization.

## Course Objectives:

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

A. Identify differences between leadership and management theory.
B. Provide analysis and knowledge of self and leadership through real life situations.
C. Diagnose causes of organizational problems and their judgement through analysis.
D. Demonstrate management and leadership skills for chaos and change.
E. Illustrate methods for motivating and empowering others.
F. Apply creativity to all aspects of leadership, including problem solving.

## Course Content:

1. Introduction to Practical Leadership and Management
    1. Define the differences between leadership and management
    2. Definition of desirable traits of leaders
    3. Definition of desirable traits of managers
    4. Understand the ability each person holds in managing and leading in everyday life
    5. Power of vision
2. Reframing Leadership
    1. Introduce leadership tool of reframing
    2. Improving organizations from a structural, human resources, political, and symbolic perspective
    3. Bridging the two worlds of leadership and management
3. Theory and Organizational Leadership
    1. Understanding theory and application to organizational leadership
    2. Change in society and organizations
    3. Issues of chaos and leadership
    4. Developing the skills necessary to deal with change and chaos
4. Conflict and Conflict Resolution
    1. Advantages and challenges of organizational conflict
    2. Types of conflicts leaders face
    3. Effective and ineffective responses to conflict
5. Power, Influence, and Leadership

    1. Uses and abuses of power
    2. Leadership principles
    3. The personal mastery and influence
    4. Difference between power and influence
    5. Determining your style of influence
6. Diversity and Leadership
    1. Diversity in organizations- advantages and challenges
    2. Determining diversity issues leaders face
    3. Creating values and tools for detailing with diversity issues
7. Motivating Followers and Team Building
    1. Importance of motiving in organizations
    2. learning to motivate others
    3. Defining teamwork and team building
    4. Determine skills necessary to meet individual, team, and organizational goals
    5. New roles for team leaders: Coach, Facilitator, Conductor
8. Leadership, Stewardship, and Empowerment
    1. Concepts and practices of stewardship
    2. Empowering others
    3. Holistic approach to leadership and management
    4. Leading as a whole person

## Methods of Instruction:

1. Lecture
2. Audio-visual Activity -
3. Projects
4. Written Exercises
5. Discussion
6. Student Presentations

## Methods of Evaluation

A. Exams/Tests
    1. 2-3 Essay on various content discussed in the class
B. Final Class Performance
    1. Present teamwork on case study
C. Group Projects
    1. Work on case studies
D. Home Work
    1. ~~complete~~ Complete weekly assignments
E. Papers
    1. Research papers on case studies

## Typical Outside-of-Class Assignments

A. Other:

1. **Reading assignments**- 6-8 hours of homework and reading assignments
2. **Out-of-class assignments**- students spend time a minimum of 6 hours per week completing homework and group work for papers, exams, and research.
3. **Writing assignments**- essays, reflections, analysis and evaluation, and application of theoretical information to practical scenarios, case studies, and plans. These assignments would be utilized both in class and out of class.

## Textbooks (Typical):

**Textbook:**

1. Richard L. Hughes *Leadership: Enhancing the lessons of experience.* ~~9th~~ th ed., McGraw-Hill, ~~2019~~ 2025 .
2. ~~McGraw-Hill,~~ George ~~McGraw-Hill~~ Manning and Kent Curtis *The Art of Leadership.* ~~6th~~ 7th ed., McGraw-Hill, ~~2018~~ 2025 .

## Other Materials Required of Students

## Equity Based Curriculum

- Course Content

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

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

1) The reason this course should be offered in Distance Education mode is it meets one of the goals in our Program Review, through development of new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another opportunity for our students, some who work full or part-time to access our courses, while also meeting our industry partner needs for industry employees.

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

2) After consulting with our Advisory Board, the full-time faculty in our discipline, and our supervisor, we identified this course as key to our AA degree and certificates, and agreed that it should be offered as a DE option.

**Accessibility:**

- Closed captioning for videos.

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

**Syllabus:**
**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 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
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly

**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:** 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:** 2 times per semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Weekly

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:** Weekly
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** One per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** 2-3 times for semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** 4 per semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** Weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Once per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** 2-3 times per semester
- Other:

  **Frequency:** **Once per semester**

## General Education/Transfer

General Education/Transfer Request

**CSU Transfer**

- **Transfers to CSU - Approved**

## 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 **Yes**

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

**Resume with relevant industry experience of 3 to 5 years**

Credit-by-Military-JST **No**

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.

## Codes and Dates

Course CB Codes

CB00: State ID

**CCC000606103**

CB03: TOP Code

**050600 - Business Management**

CIP Code

**52.0201 - Business Administration and Management, General**

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

LAS POSITAS COLLEGE

Admin Outline Comparison

## Credit for Prior Learning: CIS 59C - Web Programming - JavaScript

**Credit for Prior Learning: CIS 59C - Web Programming - JavaScript (Launched)**
**compared with**
**CIS 59C - Web Programming - JavaScript (Active - Implemented 08-15-2026)**

# Admin Outline for Computer Information Systems 59C
# Web Programming - JavaScript
**Effective:** Fall 2026

## Catalog Description:

### CIS 59C - Web Programming - JavaScript
### 3.00 Units

This course teaches students to develop client-side, interactive webpages using JavaScript and/or jQuery scripting languages and write JavaScript scripts that manipulate with the JavaScript Document Object Model (DOM), control program flow, validate forms, animate images, target frames, and create cookies.
2.5 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- CIS 59

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Computer Information Systems.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Explain interactive elements, the document object model, event handlers, forms validation, and the creation of text and image rollovers, while emphasizing well-structured programming techniques and functional JavaScript commands for effective web page management.
B. Perform client-side web programming using HTML, CSS, and JavaScript.
C. Apply essential JavaScript syntax and logic to write scripts that enhance interactivity on web pages.

## Course Objectives:

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

A. Explain and apply JavaScript syntax and rudiments of programming logic
B. Develop proficiency in client-side web programming using HTML, CSS and JavaScript
C. Incorporate interactive JavaScript elements into web pages
D. Develop good structured programming techniques
E. Explain and implement document object model, event handlers, variables and functions, browser detection, forms validation, text and image rollovers
F. Design and implement of a wide range of JavaScript functions and procedures
G. Produce functional and user-friendly JavaScript commands to control web page windows and information

## Course Content:

**Lecture:**

1. Use HTML, CSS and Javascript tags to create webpages
2. Create a webpage using a text editor
3. Identify the differences between client-side scripts and server-side scripts
4. Document Object Model and the Document Object Model hierarchy
5. Write JavaScript and jQuery programs that include the following:
    1. variables (numeric and string) and how to declare and name them and data types
    2. create scripts that use arithmetic, comparison, and logical operators
    3. simple loops: Use Do While, While Do, and For Next looping control structures to repeat blocks of code
    4. create conditional and nested expressions: IF/THEN/ELSE
    5. arrays - create and declare arrays
    6. use built-in functions in JavaScript
    7. create functions and procedures in JavaScript
    8. call functions and procedures in JavaScript
6. Scripts
    1. Writing, testing, debugging
    2. Using a Hyperlink to send data

    3. Sending data using an online form
7. Processing form data
    1. Variables and assignment statements
    2. Data validation in formst

**Lab Activities:**

1. Create a webpage using a text editor with structured HTML tags
2. Style the page with CSS, applying layout techniques like Flexbox or Grid for responsiveness
3. Use JavaScript to create a client-side form validation script
4. Set up a basic server to handle simple data submission
5. Create different types of variables and loops (Do While, While Do, For)
6. Use IF/THEN/ELSE to control program flow based on conditions
7. Write functions to perform calculations and call them from scripts and arrays and populate them with data
8. Build an online form and use JavaScript to validate user input & Implement custom error messages for invalid data
9. Use hyperlinks to navigate between pages and send data
10. Process form data on submission and display results

## Methods of Instruction:

1. Lecture - Assign lecture material or readings as homework, and use class time for problem-solving, group projects, or Q&A. This encourages students to explore the material at their own pace and come prepared to apply it
2. Discussion - Discussion boards
3. Audio-visual Activity
4. Classroom Activity - Computer demonstrations with overhead display panel
5. Demonstration
6. Videos; reading assignments; tutorials
7. Hands-on explanation utilizing personal computers
8. Laboratory experience: hands-on lab projects
9. Computer demonstrations with overhead display panel

## Methods of Evaluation

A. Class Participation
    1. Weekly Discussion Boards
B. Exams/Tests
    1. There should be at least two exams that each cover one half of the course content.
C. Lab Activities
    1. Hands-on experience with each topic.
D. Projects
    1. A semester project should be included that enables students to utilize most of the course material.
E. Quizzes
    1. weekly Quizzes

## Typical Outside-of-Class Assignments

A. Project:
    1. For this web design project, you will create a website for your uncle's used car lot using HTML, CSS and JavaScript. Instead of loading all 30–50 car images at once, the site will feature a drop-down menu listing the available car models. When a user selects a model from the list, a relevant image and key specifications (such as make, year, mileage, and price) will be dynamically displayed. This approach ensures a faster load time and a more efficient browsing experience for potential customers. The site will be simple, interactive, and easy to maintain.
    2. This web design project involves creating a dynamic webpage for a local computer store using HTML and JavaScript. The goal is to display a different advertisement image each time a user visits the page. JavaScript cookies will be used to track which ad was last shown, and on each new visit, the next ad in the sequence will be displayed. After the last ad, the cycle restarts from the beginning.

## Textbooks (Typical):

**Textbook:**

1. Patrick M. Carey *New Perspectives on HTML5, CSS3, and JavaScript*. 6th ed., Cengage, 2018.
2. Mike McGrath *HTML, CSS & JavaScript in easy steps*. 1st ed., In Easy Steps Limited, 2020.
3. David Flanagan *JavaScript: The Definitive Guide: Master the World's Most-Used Programming Language*. 7th ed., O'Reilly Media, 2020.
4. Maxwell Vector *Introduction to Javascript Programming: A Comprehensive Introduction (Build Anything Anywhere)*., Independently published, 2025.
5. Mary Delamater *Murach's Modern JavaScript: Beginner to Pro*. 1st ed., Mike Murach and Associates Inc, 2024.

## Other Materials Required of Students

1. Mobile storage media: flash drive, external portable hard drive, cloud storage.

## Equity Based Curriculum

- Measurable Objectives
- Methods of Instruction
- Typical Texts
- DE Course Interaction

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
With many businesses embracing online/virtual work environments, it is appropriate and beneficial to students that the content of this course be offered in an online modality. Offering this course online also allows more flexibility for our students.

**Explain how the decision was made to offer this course in a Distance Education mode.**
Previously, students with Macs or older PCs faced challenges in completing assignments with their own equipment, which limited the course to on-campus offerings. However, we now have the capability to provide access to various online tools, enabling students to complete the curriculum regardless of their computer's operating system.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** A minimum of twice.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Minimum of 3 per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of 6 times.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** A minimum of 2 times.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** If the course is held partially online, students will come to campus at least twice per semester for course discussions and/or activities.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** A minimum of twice.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Minimum of 3 times during the semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** A minimum of one time during the semester.

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Minimum of 3 times during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** A minimum of 4 hands-on projects and quizzes per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly lectures.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** 2-3 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** 2-3 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** A minimum of 4 hands-on projects per semester.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

## 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** Yes
**Please list the requirements/criteria/possible materials for a student to submit in their portfolio.**
A live HTML project demonstrating foundational CSS and JavaScript skills with the ability to explain their work
**Credit-by-Military-JST** No
**Credit-by-Industry-Recognized-Training** Yes
**Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.**
Recognized web development training/certification that shows their foundational JavaScript understanding along with HTML/CSS issued by Coursera, W3Schools, or equivalent within the last 3 years.

## Codes and Dates

**Course CB Codes**
**CB00: State ID**
CCC000584387
**CB03: TOP Code**
~~070200 - Computer Information Systems~~

070900 - World Wide Web Administration

**CIP Code**

11.1004 - Web/Multimedia Management and Webmaster

**CB04: Credit Status**
D - Credit - Degree Applicable
**CB05: Transfer Status**
B - Transferable to CSU only.
**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: CIS 71C - Skills Improvement

**Course Modification: CIS 71C - Skills Improvement (Launched)**
**compared with**
**CIS 71C - Skills Improvement (Active - Implemented 08-15-2018)**

## Admin Outline for Computer Information Systems 71C
## Skills Improvement
**Effective:** Fall ~~2018~~ 2027

### Catalog Description:

### CIS 71C - Skills Improvement
### 1.00 Units

Development of keyboarding skill for those students who have learned the location of the keys on the keyboard by touch and are ready to increase speed and accuracy. Practice keyboarding control of speed and accuracy on straight copy, rough draft copy, and copy with numbers, and symbols. Skill progress is measured by keying text within specified time limits. Students should know the location of the keys on the keyboard before attempting this course. This course is the third module in a sequential series of beginning keyboarding instruction.
1 Units Lab

**Recommended Course Preparation:**

- CIS 71B

| | |
|---|---|
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 54 |
| **Total Student Learning Hours** | 54 |

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Computer Information Systems.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Demonstrate independent and seamless use of productivity shortcuts to expedite writing workflows: Text Manipulation: Ctrl+C (Copy), Ctrl+V (Paste), Ctrl+Z (Undo), Document Navigation: Using Ctrl+Arrow keys to jump between words and Shift+Arrow to highlight blocks of text without touching the mouse
B. Demonstrate mastery of touch-typing mechanics, proper ergonomic posture (to minimize wrist fatigue during prolonged study), and independent utilization of standard keyboard shortcuts for editing
C. Demonstrate accurate keyboarding input at the net words per minute rate that show improvement over the student's own initial benchmark keyboarding skill of 10 or more words per minute on 5 minute timed writings.

## Course Objectives:

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

A. Increase established gwam speed by at least 5 words;
B. Measure skill progress by keying straight copy for three minutes;
C. Maintain an accuracy rate of 75%;
D. Keyboard copy with numbers and special characters;
E. Demonstrate proper technique in the use of the computer keyboard;
F. Demonstrate following directions and being able to complete assignments efficiently
G. Review copy, practice, and continue to improve speed and accuracy in keyboarding;
H. Demonstrate a proficiency of 35 gwam on a 5-minute write with 5 or fewer errors.

## Course Content:

1. Pretest -- 3-minute timed writes on straight copy to establish starting gwam speed.
2. Review of alphabetic keys
3. Review of numeric and symbol keys
4. Speed and accuracy building
5. Keyboard mastery accuracy drills
6. Keyboard mastery speed drills

## Methods of Instruction:

1. Classroom Activity - Weekly- Accurate completion of keyboarding lessons including warm-ups, introduction of new keys, skill-builders, textbook keying, and practice timed writings
2. Keyboarding computer software
3. One-on-one instructor review of student keyboarding techniques
4. Instructor demonstration of keyboarding techniques and correct posture

## Methods of Evaluation

A. ~~Papers~~ Lab Activities
    1. Weekly. Include technique observations, timed writings, and varied assessments with flexible formats, multiple attempts, and clear rubrics to support inclusive and equitable student success.
B. Include technique observations, timed writings, and varied assessments with flexible formats, multiple attempts, and clear rubrics to support inclusive and equitable student success.
C. Accurate completion of keyboarding lessons including warm-ups, introduction of new keys, skill-builders, textbook keying, and practice timed writings Technique observations (positioning, touch type) Official Timed-Writings Minimum of four 5-Minute Timings with 5 or fewer errors Minimum skills level of 35 gwam with five or fewer errors

## Typical Outside-of-Class Assignments

A. ~~Other~~ Activity :

1. Textbook Lesson Assignment

    1. Observe simulated computer keyboarding demonstrations
    2. Key numeric, symbol, and alphabetic drills from computer software
    3. Key numeric, symbol, and alphabetic drills from the textbook
    4. Prescriptive drills to address identified areas in need of improvement for that student

2. Practice Time Writings

    1. Follow the instructions on the the CIS 71 C Practice Timed Writing 3 handout to complete two timings. Your goal for 5-minute timed writing is to improve on your starting words per minute speed by at least 5 wpm with no more than 8 errors. Repeat the timing until you achieve that goal (you need to do at least two timings). Using My GDP, print the details of your two best timings.

3. Official Timed Writings

    1. Ask the instructor for the CIS 71 C Official Timing 1 handout.
       Follow the instructions on the CIS 71 C Official Timing 1 handout for completing official timings. This is a 5 minute timing. When you have completed the first timed writing, review your errors and then select Next Attempt. After you have completed your two timings, print your second timing and report. To be accepted, at least one of your timings can have no more than 5 errors.

## Textbooks (Typical):

**Textbook:**

1. VanHuss Susie, Donna Woo *Keyboarding Course, Lesson 1-25*. 20th ed., Cengage, 2017.
2. ~~William~~ Audrey ~~Mitchell, Patricia King, Ronald Kapper~~ Roggenkamp *Paradigm Keyboarding: Sessions 1- ~~30~~ 33* . 6th ed., ~~EMC/~~ Paradigm ~~Paradigm~~ Education Solutions , ~~2013~~ 2026 .
3. Scot Ober, Jack Johnson, Arlene Zimmerly *Gregg College Keyboard and Document Processing*. 2017 ed., McGraw Hill Higher Education, 2017.

**Software:**

1. Gregg College Keyboarding. McGraw Hill, (11e/e).

## Other Materials Required of Students

1. GoPrint card needed for in person version of class.

## Equity Based Curriculum

- Methods of Evaluation

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

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

The main activity in this course is mastering and improving keystroking for the entire keyboard. The student spends most of his or her time at the keyboarding practicing typing out sections of text of various kinds, with alphabetic keys, numbers, punctuation, and symbols. Keystroke level detail is saved for review by the student and the instructor and can be accessed remotely.

**Explain how the decision was made to offer this course in a Distance Education mode.**
~~The main activity in this course is mastering and improving keystroking for the entire keyboard. The student spends most of his or her time at the keyboarding practicing typing out sections of text of various kinds, with alphabetic keys, numbers, punctuation, and symbols. Keystroke level detail is saved for review by the student and the instructor and can be accessed remotely. Previously approved for DE.~~

Previously approved for DE.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** ~~Email~~ A ~~within~~ minimum ~~the~~ of ~~course management system recommended~~ twice.

- **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 in 2 Weeks. Students are encouraged to reflect on their progress and make a plan to improve their performance ~~,~~ in discussion with other students .
- **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 feedback at minimum with analysis of student work at the keystroke level, as well as evaluation of overall speed and accuracy results

**Student-Student Interaction**

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

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** ~~Timed~~ Weekly, timed writing assessments with minimum standards, such as 25 words per minute with no more than 5 errors in a five minute timed writing session
- **Other:**
  **Frequency:** Keyboarding drills and prescriptive drills based on performance to work on areas in need of improvement.

## General Education/Transfer

**General Education/Transfer Request**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000361958

**CB03: TOP Code**

~~070200 - Computer Information Systems~~

051400 - Office Technology/Office Computer Applications

**CIP Code**

52.0408 - General Office Occupations and Clerical Services

**CB04: Credit Status**

D - Credit - Degree Applicable

**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**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Course Modification: CIS 74 - Administrative Office Professional

**Course Modification: CIS 74 - Administrative Office Professional (Launched)**
**compared with**
**CIS 74 - Administrative Office Professional (Active - Implemented 08-15-2025)**

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# Admin Outline for Computer Information Systems 74
# Administrative Office Professional

**Effective:** Fall ~~2025~~ 2027

## Catalog Description:

### CIS 74 - Administrative Office Professional
### 3.00 Units

Introduction to office principles, procedures, and technology. Topics include telephone skills, office equipment, working effectively in a team environment, records management, customer service, meeting/event planning, postal/shipping services, utilizing the internet for on-line services and resources, using appropriate software to complete common tasks, written and oral business communications, conflict resolution, and office etiquette. Prepares administrative professionals to work in a diversified, often virtual workforce with emerging technologies.

2 Units Lecture 1 Units Lab

**Recommended Course Preparation:**

- CIS 71A
- CIS 50

| | |
|---|---|
| **Total Lecture Hours** | 36 |
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 90 |
| **Total Outside of Class Hours** | 72 |
| **Total Student Learning Hours** | 162 |

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Computer Information Systems.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Critical Thinking: Use problem-solving and ethical judgment to manage projects independently or in a team.
B. Describe the characteristics and personal qualities that are important for administrative professionals and the importance of ethics, customer service, and teamwork in the workplace.
C. ~~Upon completion of CIS 74, students will show~~ Show mastery of office principles and procedures including the ability to produce correctly formatted business documents, manage business records, and appropriately use email and the Internet in the workplace.

## Course Objectives:

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

A. Describe the role of an administrative office professional;
B. Use approporiate software to create, edit, format, and distribute common business documents such as, memos, agendas, emails, reports, spreadsheets, and presentations;
C. Explain the importance of customer service and demonstrate elements of good customer service;
D. Demonstrate effective written and oral communications;
E. Describe and explain the use of the Internet in a business environment;
F. Explain the importance of working efficiently;
G. Explain the fundamental of records management, retention, and storage;
H. Discuss teamwork and the importance of working effectively within a team;
I. Identify and describe business ethics;
J. Describe and discuss characteristics of effective leadership;
K. Prepare documents needed for a job search including resumes and cover letters.

## Course Content:

**Lecture:**

1. Introduction to the role of the administrative office professional
    1. The changing role of the administrative office professional
    2. Changes in the workplace
    3. Employer expectations

    4. Technical and non-technical skills and qualifies for success

2. Developing customer focus

    1. Customer service skills
    2. Listening skills
    3. Handling difficult situations
    4. Effective/professional telephone techniques

3. Written and oral communications

    1. Email
    2. Memo
    3. Letters
    4. Presentations

4. Using software to perform common workplace tasks

    1. Word processing
    2. Spreadsheets
    3. Presentations
    4. Electronic file management

5. Working effectively in a team environment

    1. Communications tools

    2. Developing effective processes
    3. Collaboration tools
    4. Office/business etiquette

6. Electronic and manual records management
    1. Classification
    2. Storage
    3. Retention
    4. Manual and Electronic Systems

7. Workplace Mail and Shipping Services
    1. Processing incoming and outgoing mail
    2. Special services

8. Using the Internet effectively and responsibly in the workplace
    1. Cloud storage
    2. E-Commerce
    3. Web/video conferencing
    4. Appropriate business usage

9. Meeting and Event Planning
    1. Scheduling and Planning

2. Agendas and Minutes

10. Ethical Behavior in a Business Environment
11. Leadership
    1. Characteristic
    2. Development
12. Preparing for Job Search
    1. Resumes and cover letters
    2. Resources
    3. Professional Image

**Lab Activities:**

1. Calendar Management & Meeting Coordination
    1. Executive In-Basket Simulation
        1. Students are given a chaotic virtual "inbox" full of urgent meeting requests, sudden cancellations, and double-bookings. The activity requires them to prioritize, reschedule, and resolve conflicts using software like Microsoft Outlook
    2. Event Planning Portfolio
        1. Students plan a fictional corporate board meeting or a multi-day international conference. They must draft the meeting agenda, coordinate tech logistics (such as Zoom or Microsoft Teams), and compile complete board packets or minutes.
    3. Digital Records & Document Management

1. Filing System Overhaul:
    1. Students are given hundreds of digital or physical file names and must organize them from scratch using professional indexing methods (e.g., alphabetical, chronological, or subject-based rules)

2. Mail Merge & Bulk Communications
    1. Using advanced word processor functions, students connect a database spreadsheet to a standard memo or email template to generate customized bulk letters, labels, or digital newsletters

4. Office Tech & Data Analysis
    1. Microsoft Word, Excel, or PowerPoint. Students are graded on their ability to execute tasks like building pivot tables, formatting reports, and creating presentation slide decks.

## Methods of Instruction:

1. Lecture - Reading assignments, Powerpoint, videos
2. Discussion - Discuss key operational, technological, and career-advancement topics to improve workplace efficiency and professional growth
3. Demonstration - Hands-On Lab presentation and classroom demonstration
4. Hands-on exercises/problem-solving
5. Case studies

## Methods of Evaluation

A. Exams/Tests
    1. 1 final exam
B. Lab Activities
    1. weekly hands-on computer lab activities
C. Quizzes

1. every chapter

D. Include technique observations, timed writings, and varied assessments with flexible formats, multiple attempts, and clear rubrics to support inclusive and equitable student success.

E. Discussion:What are some advantages and disadvantages of working in a temporary position or as a virtual assistant?

## Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Reading~~

1. In the textbook, read Chapter 4, Working Ethically, pages 52-62. Think about both your personal ethics and your workplace ethics.

B. Research:

1. Using the Internet, research travel arrangements for a seven-day business trip to Tokyo, Japan. Obtaining pricing and scheduling information on airfare between San Francisco, and Tokyo. List several hotels including pricing, accommodations, and amenities. Also research common business customs and practices that should be followed while on a business trip in Japan.

C. Other:

1. Use Technology

1. Use the information in Activity 4.11 to create a worksheet that calculates the total cost of all of the employee theft that is going on in this company. In the spreadsheet, show the total amount of the stolen goods and time. Review the data and develop a response to this question: If you owned this company, would you think this was “just a standard employee benefit cost,” or would you feel your employees were taking advantage of you?

2. Discussion Board

1. There is a job opening in your office, and you have been asked to serve on the hiring committee. An old friend of yours has applied. You know your friend really needs a job. You also know she was let go by her last employer. You suspect that it was because she spent too much time on the phone and e-mailing friends. You know she will expect you to put in a good word for her if you are on the committee. Post your opinion, answering at least 3 of these questions:

1. Would you serve on the hiring committee (or excuse yourself)?
2. Do you recommend your friend?
3. Do you share your suspicions with the committee?
4. How will you respond if she asks you to be a reference?

2. Then post responses to at least 2 of your classmates.

3. ~~Research~~

    1. ~~Using the Internet, research travel arrangements for a seven-day business trip to Tokyo, Japan. Obtaining pricing and scheduling information on airfare between San Francisco, and Tokyo. List several hotels including pricing, accommodations, and amenities. Also research common business customs and practices that should be followed while on a business trip in Japan.~~

4. Video

    1. Click on Watch Video link, play the video and take notes. Open the attached file, Phone Etiquette Training questionnaire.docx, and save it as Phone Training-xx. Answer the questions. Save and submit your answers.

## Textbooks (Typical):

**Textbook:**


1. Dianne S Rankin, Kellie A Shumack, Ph.D. *The Administrative Professional: Technology & Procedures.* 15th ed., Cengage Learning, 2017.
2. Mary Ellen Oliverio, William R Pasewark, Bonnie R White *The Office: Procedures and Technology.* 7th ed., Cengage Learning, 2019.
3. James Stroman *Administrative Assistant's and Secretary's Handbook.* 2022 ed., HarperCollins Leadership, 2022.
4. Susan Harrison *The All-Star Administrative Professional.* 2020 ed., Independently Publisher, 2020.

## Other Materials Required of Students

1. Storage Media.

## Equity Based Curriculum

- ~~DE~~ Methods ~~Course~~ of ~~Interaction~~ Evaluation

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
With many businesses embracing online/virtual work environments, it is appropriate and beneficial to students that the content of this course be offered in an online modality. Offering this course online also allows more flexibility for our students.

**Explain how the decision was made to offer this course in a Distance Education mode.**
In the past, students with Macs or older PCs could not complete assignments using their own equipment, therefore, the course was offered on-campus only. We now have the ability to offer students access to a Windows-based lab environment online via NetLab. Students will be able to complete the curriculum regardless of the operating system on their computer.

[Prior note]
Previously approved as DE course (2009/10). Course has been offered in DE format for the last 7-8 years. Provides students with scheduling flexibility.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** A minimum of twice.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Minimum of 5 per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of 4 times.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** A minimum of 2 times.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** If the course is held partially online, students will come to campus at least twice per semester for course discussions and/or activities.

**Student-Student Interaction**

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

**Frequency:** Minimum of 5 times during the semester.

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** A minimum of one time during the semester.

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Minimum of 5 times during the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Minimum of 2 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** A minimum of 6 quizzes per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly lectures.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** 2-3 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** 2-3 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Weekly hands-on projects and assignments.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000584367

**CB03: TOP Code**
051400 - Office Technology/Office Computer Applications

**CIP Code**

52.0401 - Administrative Assistant and Secretarial Science, General

**CB04: Credit Status**
D - Credit - Degree Applicable

**CB05: Transfer Status**
B - Transferable to CSU only.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: CIS 79 - Medical Office Procedures

**Course Modification: CIS 79 - Medical Office Procedures (Launched)**
**compared with**
**CIS 79 - Medical Office Procedures (Active - Implemented 08-15-2025)**

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## Admin Outline for Computer Information Systems 79
## Medical Office Procedures
**Effective:** Fall ~~2025~~ 2027

### Catalog Description:

### CIS 79 - Medical Office Procedures
### 3.00 Units

Medical office principles and procedures to include telecommunications, scheduling appointments, office equipment, medical documents and word processing, managing medical records, recordkeeping, expense reports, petty cash, billing, postal services, health insurance, coding, and utilizing the Internet for online resources. The importance of medical ethics in application of professional office behavior. Overview of medical law and careers in medical office environment.
2 Units Lecture 1 Units Lab

**Recommended Course Preparation:**

- ~~**CIS 88A**~~

| | |
|---|---|
| **Total Lecture Hours** | 36 |
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 90 |
| **Total Outside of Class Hours** | 72 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

**Optional**

**Justification for course proposal**

## Discipline:

**Computer Information Systems.**

## Number of Times Course May Be Taken for Credit:

**1**

## Student Learning Outcomes

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

A. **Utilize practice management software, digital communication tools, and office productivity applications to handle incoming/outgoing documentation and data storage**
B. **Schedule, coordinate, and manage patient appointments while creating, documenting, and maintaining accurate patient medical records using electronic health record (EHR) systems.**
C. **Show a mastery of medical office principles and procedures to include the importance of medical ethics in application of professional office behavior, telecommunications, scheduling appointments, office equipment, medical documents and word processing, managing medical records, banking, payroll, expense reports, petty cash, billing, recordkeeping, postal services, health insurance, coding, and utilizing the Internet for online financial services and resources.**

## Course Objectives:

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

A. **Describe the meaning of the professional role of an employee;**
B. **Describe the importance of effective interaction with patients;**
C. **Evaluate patient interactions and formulate appropriate responses that adhere to patient privacy regulations and medical ethics;**
D. **Explain and demonstrate professional business communications techniques;**
E. **Describe the process for scheduling patient appointments;**
F. **Describe the usage and operation of basic business equipment including fax, photocopy and postage metering;**
G. **Analyze tasks and determine the appropriate tool (software/hardware) to accomplish the task in the most efficient manner;**
H. **Explain the fundamentals of financial recordkeeping, retention and storage; and**
I. **Explain basic medical records management rules including HIPPA regulations for confidentiality of medical records.**

## Course Content:

**Lecture:**

1. **Overview of course materials and how class will be conducted**
2. **Introduction to the medical office**
    1. **The role of the employee**
    2. **The language of medicine, medical specialties, subspecialities, and dental specialties**
    3. **Medical ethics**
    4. **Medical law**

5. Technical/Non-Technical skills and qualities for success
3. Patient Relations
    1. Interacting with the patients
    2. Interpersonal communications
    3. Managing patient activities
    4. Handling emergencies
4. Telecommunications
    1. Identifying and using proper voice and language
    2. Taking messages
    3. Being discreet and courteous
    4. Using the telephone directory
    5. Using answering services and answering devices
5. Scheduling Appointments
    1. Maintaining the appointment system
    2. Preparing a daily list of appointments
    3. Scheduling patients for other medical units
    4. Follow-up appointments
6. Overview of basic office equipment
    1. Fax, copier, postage meter, computers and Internet access
    2. Changing technology
    3. Purposes and application
7. Computerizing the Medical Office
    1. Medical Software Applications
    2. List and Reports
    3. Inventories
    4. Correspondence using word processing software
    5. Using the Internet for research and correspondence
8. Professional Activities
    1. Managing travel
    2. Postal and delivery services
9. Learning how to be the efficient professional
    1. Learn why this is important
    2. Tips of efficiency and effectiveness
    3. Time management and priority setting
10. Managing Medical Records
    1. Methods of keeping records
    2. Creating a medical record
    3. Problem-oriented and source-oriented medical records
    4. File management
    5. Compliance with HIPPA regulations concerning confidentiality of medical records
    6. Rules of filing
11. Financial Management
    1. Account management
    2. Billing and collections
    3. Health insurance coding

4. **Basic Recordkeeping**
    1. **Expense Reports**
    2. **Petty Cash**
    3. **Deposits**

**Lab Activities:**

## Methods of Instruction:

1. **Discussion -**
2. **Lecture -**
3. **Demonstration -**
4. **~~Projects -~~**
5. **Audio-visual Activity -**
6. **Reading assignments**
7. **Reference Notebook**
8. **Hand-on exercises/problem-solving**
9. **Case Studies**

## Methods of Evaluation

A. **Lab Activities**
    1. **weekly**
B. **Projects**
    1. **one each semester**
C. **Quizzes**
    1. **weekly**
D. **Include technique observations, timed writings, and varied assessments with flexible formats, multiple attempts, and clear rubrics to support inclusive and equitable student success.**

## Typical Outside-of-Class Assignments

A. **Other:**
    1. **Reading**
        1. **Study the chapter on interacting with patients. Create a dialogue with an elderly patient who has asked you to explain advance directives and their purpose. Print your dialogue.**
        2. **Study the chapter on medical office correspondence. Prepare a fax message. State that Dr. William Lennart will arrive in Dr. Marisol Chile's office at 10:00 am on March 9 for consultation regarding infant Jon Verex's brain surgery. Ask for a confirmation by fax that D. Chile will be available.**
    2. **Problem-solving**
        1. **Create a dialogue with an elderly patient who has asked you to explain advance directives and their purpose. Print your dialogue.**

2. **Develop an ethical situation in which a medical assistant might become involved, and role-play the scene with another class member.**
3. **As a medical office receptionist, you will have many competing demands on your time. Review the following and determine your priority in each situation. Develop a brief explanation of how you would handle each situation.**
    1. **A ringing phone or an arriving patient?**
    2. **A patient with a question or a patient ready to pay a bill?**
    3. **Retrieving a file for a doctor or updating a computer record?**
    4. **A messy waiting room or a late report?**

## Textbooks (Typical):

Textbook:

1. **Nenna Bayes *Medical Office Procedures.* ~~8th~~ 2025 ed., McGraw Hill Higher Education, ~~2015.~~**
2. **~~Chirstine Malone~~ Administrative Medical Assisting: Foundations and Practices. ~~2nd ed., Pearson, 2015~~ 2025 .**
3. **Wilburta Q. Lindh, Carol D. Tamparo, Barbara M. Dahl, Julie Morris, Cindy Correa *Administrative Medical Assisting*. ~~6th~~ 9th ed., Cengage, ~~2018~~ 2027 .**

## Other Materials Required of Students

1. **Storage media such as a USB/Flash Drive.**

## Equity Based Curriculum

- ~~DE~~ Methods ~~Course~~ of ~~Interaction~~ Evaluation

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

Explain why this course should be offered in Distance Education mode.
**With many businesses embracing online/virtual work environments, it is appropriate and beneficial to students that the content of this course be offered in an online modality. Offering this course online also allows more flexibility for our students.**

Explain how the decision was made to offer this course in a Distance Education mode.
**In the past, students with Macs or older PCs could not complete assignments using their own equipment, therefore, the course was offered on-campus only. We now have the ability to offer students access to a Windows-based lab environment online via NetLab. Students will be able to**

**complete the curriculum regardless of the operating system on their computer. [Prior note] This course has been previously approved to be offered in distance education format in October 2012.**

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency: A minimum of twice.**
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency: Minimum of 5 per semester.**
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency: Weekly.**

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency: A minimum of 4 times.**
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency: A minimum of 2 times.**
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency: If the course is held partially online, students will come to campus at least twice per semester for course discussions and/or activities.**

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency: A minimum of twice.**
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency: Minimum of 5 times during the semester.**
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency: A minimum of one time during the semester.**

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency: Minimum of 5 times during the semester.**
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency: A minimum of 6 quizzes per semester.**
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency: Weekly lectures.**
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency: 2-3 times per semester.**
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency: 2-3 times per semester.**
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency: Weekly hands-on projects and assignments.**

## General Education/Transfer

General Education/Transfer Request
**CSU Transfer**

- **Transfers to CSU - Approved**

## Codes and Dates

**Course CB Codes**

CB00: State ID

**CCC000589351**

CB03: TOP Code

~~**051400 - Office Technology/Office Computer Applications**~~

**120820 - Administrative Medical Assisting**

CIP Code

**51.0710 - Medical Office Assistant/Specialist**

CB04: Credit Status

**D - Credit - Degree Applicable**

CB05: Transfer Status

**B - Transferable to CSU only.**

CB08: Basic Skills Status

**N - Not Basic Skills**

CB09: SAM Code

**C - Clearly Occupational**

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

**N - Course is not a special class.**

CB21: Course Prior to College

**Y - Not applicable**

CB22: Non Credit Course Category

**Y - Not Applicable, Credit course**

CB23: Funding Agency Category

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

CB24: Program Status

**1 - Program Applicable**

CB25: Course General Education Status

**Y. Not Applicable**

CB26: Course Support Course Status

**N - Course is not a support course**

CB27: Upper Division Status

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: CIS 81A - Introduction to Cloud Computing

**Course Modification: CIS 81A - Introduction to Cloud Computing (Launched)**
**compared with**
**CIS 81A - Introduction to Cloud Computing (Active - Implemented 01-01-2020)**

## Admin Outline for Computer Information Systems 81A
## Introduction to Cloud Computing
**Effective:** ~~Spring~~ Fall ~~2020~~ 2027

### Catalog Description:

### CIS 81A - Introduction to Cloud Computing
### 3.00 Units

This course introduces cloud computing which shifts information systems from on premises computing infrastructure - to highly scalable internet architectures using current cloud platforms such as AWS, AZURE. The course provides a basic understanding of cloud computing technologies and provides students with the understanding required to effectively evaluate and assess the business and technical benefits of cloud computing and cloud applications. Students analyze a variety of cloud services (storage, servers, software applications), then learn to configure, deploy, and manage cloud facilities. - The course also demonstrates/makes available the AWS and/or AZURE platforms for educational, industry career path guidance and career opportunities. This course surveys cloud careers and explores industry demand for cloud skills.

3 Units Lecture

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

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Computer Information Systems.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Implement Security and IAM: Apply the Shared Responsibility Model to configure Identity and Access Management (IAM) policies, securing cloud resources against unauthorized access.
B. Provision and Manage Compute Resources: Configure and deploy virtual machines (VMs) and containerized applications using a major cloud provider console or Command Line Interface (CLI).
C. Define Cloud Concepts: Explain what cloud computing is using essential characteristics, service models (IaaS, PaaS, SaaS), and deployment models (public, private, hybrid).

## Course Objectives:

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

A. Describe the cloud computing model, history, vendor perspectives and industry offerings.
B. Describe the process to obtain an Amazon Web Services (AWS) and/or Microsoft AZURE account and establish an account via AWS or AZURE.
C. Describe examples of infrastructure as a service, platform as a service, and software as a service.
D. Use current cloud services from a leading service provider.

## Course Content:

1. Cloud computing fundamentals
    1. History
    2. Business Drivers
    3. Basic concepts and terminology
    4. Goals/Benefits
    5. Risks and challenges
    6. Vendor perspectives
    7. Infrastructure as a service (IaaS)

8. Platform as a service (PaaS)
9. Software as a service (SaaS)

2. AWS access
    1. AWS account acquisition
    2. AWS educate account acquitition
3. Cloud adoption
    1. Current state of the cloud
    2. Business benefits and challenges of cloud services
    3. Cloud services offerings in the marketplace
    4. Case studies of AWS customers
4. Cloud services from AWS
    1. Computing with AWS
    2. The AWS platform
    3. AWS global infrastructure
    4. Data center concepts
5. Managing the AWS platfrom
    1. Understanding the AWS management console
    2. AWS identity and Access Management

    1. Understanding the IAM
    2. IAM user management

6. AWS budgets and alarms

    1. Freetier offering
    2. Establishment of budgets
    3. Creation of billing alarms
    4. Billing estimation and monthly calculator

7. Hosting a static website in AWS

    1. Creating buckets for website objects
    2. Configure root domain bucket
    3. Enable logging of website
    4. Uploading of website content
    5. Enabling bucket redirections
    6. Testing/debugging of website

8. Introduction to web services

    1. AWS Polly service introduction
    2. Using AWS Polly
    3. AWS Polly pricing

9. Amazon AWS Elactic Compute Cloud (EC2) Services

    1. Elastic web-scale computing
    2. Administration
    3. Integration with AWS services

        1. Amazon Simple Storage Service (S2)
        2. Amason Relational Daabase Service (RDS)

    4. EC2 Instance Types
    5. EC2 Machine Images
    6. EC2 Pricing
    7. Creationg of a WordPress site uing EC2

10. AWS Educate Platorm OR Microsoft AZURE Platform introduction

    1. Features
    2. Career Pathways
    3. Learning plan
    4. Career opportunities

## Methods of Instruction:

1. Lecture - Weekly readings, videos, discussion
2. Written Exercises - Weekly end-of-chapter review
3. Lab - Hands-on software assignments
4. Instruction will use accessible formats such as demonstrations, guided practice, and multimedia, along with flexible tools like cloud platforms and voice-to-text to support inclusive and equitable learning.

## Methods of Evaluation

A. Exams/Tests
    1. final exam
B. Lab Activities
    1. 60% hands-on lab activities
C. Quizzes
    1. frequent 4-10
D. Include technique observations, and varied assessments with flexible formats, multiple attempts, and clear rubrics to support inclusive and equitable student success.

## Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

    1. After reading a case study, create a justification and proposal for working with cloud enabling technology that meets the stated requirements

B. Project:

    1. Working with a cloud service (Google or Microsoft), create a shared document and a shared calendar

    2. Working with a cloud service (AWS or AZURE), create and host a website

## Textbooks (Typical):

**Textbook:**

1. ~~Aurobindo~~ Tushar ~~Sarkar~~ Srivastava ~~*Learning*~~ *Cloud* ~~*AWS: Design, Build,*~~ *Fundamentals* *and* ~~*Deploy*~~ *Overview* ~~*Responsive Applications using*~~ *of* *AWS* ~~*Cloud Components*~~ . ~~2~~ 1s ed., ~~Packt Publishing~~ apress , ~~2018~~ 2024 .
2. ~~Ryan~~ Ben ~~Lucifredi~~ Piper *AWS* ~~*System*~~ *Certified* ~~*Administration*~~ *Cloud Practitioner Study Guide: Foundational (CLF-C02) Exam* . ~~1~~ 2nd ed., ~~O'Reilly Publishers~~ Sybex , ~~2018~~ 2023 .

**Other Learning Materials:**

1. Online resources: vendor created, maintained, updated: AWS Educate: https://aws.amazon.com/education/awseducate/ AWS

Academy:  https://www.awsacademy.com/

## Other Materials Required of Students

1. Web browser: any HTML 5 compliant web browser .
2. AWS and/or AZURE account: free for students.

## Equity Based Curriculum

- Methods of Instruction
- Typical Assignments

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

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

Students from outside the local area could be interested in this course.

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

~~1. Student from outside the local area could be interested in this course. Flexibility to offer on-campus and xlisted online class. 2. Decision was collectively made from input from CIS colleagues, high school instructors, students, advisory board, and what other schools/regions are doing~~

Decision was collectively made from input from CIS colleagues, high school instructors, students, advisory board, and what other schools/regions are doing

**Accessibility:**

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 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. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **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 Assignments - The instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Announcements - Regular weekly announcements or emails that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement

per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly: Students will come to campus during face-to-face class hours and/or online office hours to discuss any facet of the course and receive direction and/or feedback.

**Student-Student Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is... Share one item from your security check list

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Weekly chapter quizzes, one final exam

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000606108

**CB03: TOP Code**
~~070200 - Computer Information Systems~~

070700 - Computer Software Development

**CIP Code**

11.0103 - Information Technology

**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**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: CIS 81B - Database Essentials in the Cloud

**Course Modification: CIS 81B - Database Essentials in the Cloud (Launched)**
**compared with**
**CIS 81B - Database Essentials in the Cloud (Active - Implemented 01-01-2020)**

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## Admin Outline for Computer Information Systems 81B
## Database Essentials in the Cloud
**Effective:** ~~Spring~~ Fall ~~2020~~ 2027

### Catalog Description:

### CIS 81B - Database Essentials in the Cloud
### 3.00 Units

This course addresses cloud database management which supports a number of different approaches for storing - _ data. In the course, students define, operate and scale both SQL and noSQL data storage solutions. This course - _ considers factors that should be balanced during the design of a storage solution. Principles are applied by performing - _ exercises using Amazon RDS and SQL to create and fill tables, retrieve and manipulate data. Object-based APIs are - _ used to serialize objects to Amazon DynamoDB for noSQL solutions. Topics include automated backups, transaction - _ logs, restoration and retention.
3 Units Lecture

**Recommended Course Preparation:**

- CIS 81A

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

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Computer Information Systems.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Create, deploy, design, configure, terminate, and migrate cloud databases.
B. Describe database services offered by cloud providers, such as Amazon AWS.
C. Describe Relational and Non-Relational Databases.
D. Describe the securities, policies, and compliances for databases.

## Course Objectives:

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

A. Apply for an Amazon (AWS) account and Amazon Educate account
B. Describe the basics of database technology including their need, transactions, indexing, keys and components
C. Demonstrate how to create and interface to an Amazon cloud based relational Database System (RDS)
D. Demonstrate how to store and access relational data from the cloud RDS through application and programmatic methods
E. Demonstrate how to store and access non-relational data using the DynamoDB through application and programmatic methods

## Course Content:

1. AWS access
    1. AWS account acquisition
    2. AWS educate account acquisition
2. Database technology
    1. Commercial database examples
    2. Requirements for database technology versus flat file storage
    3. Transaction processing including atomicity, consistency, isolation and durability
    4. Indexing principles
    5. Modern Relational Database Systems (RDBMS) components
3. AWS Database Services
    1. Amazon RDS instance creation
4. Storage and access of RDS through remote applications
    1. Remote management of RDS via the HeidiSQL tool
    2. Remote access to RDS through MySQL Workbench tool
    3. RDBMS tables, data, metadata and data types
    4. Basic SQL commands
        1. CREATE TABLE
        2. INSERT INTO
        3. DROP TABLE
        4. TRUNCATED TABLE

5. Primary key
5. Creating tables using HeidiSQL and MySQL Workbench
6. Adding data to tables using HeidiSQL and MySQL Workbench
7. Querying data in tables using HeidiSQL and MySQL Workbench
8. Foreign key basics
9. Using HeidiSQL and MySQL Workbench to establish foreign keys
10. Programmatic access to RDS via JavaScript

5. Unstructured databases
    1. Introduction and need
        1. Concepts of volume, velocity, variety and veracity
        2. Introduction to Big Data and example of Amazon Rekognition image analysis service
        3. Introduction to Amazon DynamoDB NoSQL database service
            1. Tables and table creation
            2. Items
            3. Primary Key
            4. Secondary Index
6. Amazon DynamoDB usage
    1. Creating and launching an Amazon DynamoDB table
    2. Managing and securing the Amazon DynamoDB instance
    3. Basics of JavaScript Object Notation (JSON)
    4. Connecting to Amazon DynamoDB via JavaScript
7. Database Migration Concepts
    1. Understanding and using the Amazon Database Migration Service (AWS DMS)
    2. Migrating data from source DB to target DB
        1. Pricing Model
        2. Source DB DBMS types
8. Monitoring and managing RDS instances
    1. Monitoring fundamentals
        1. Performance metrics including CPU, memory, disk space and Input/Output operations (IOPS),
        throughput and connections
        2. Monitoring via RDS console
        3. Monitoring via Trusted Advisor dashboard
        4. Monitoring via Amazon CloudWatch
    2. Backup and restore concept
        1. Strategies
        2. RDS backup
        3. Snapshot creating and restore
9. Managing Amazon DynamoDB instances
    1. Backup and restore options
    2. Creation and restore
    3. Encryption

## Methods of Instruction:

1. Lecture - Lecture on database technologies, implementation databases in the cloud

2. Lab - Hands-on computer lab tasks
3. Instruction will use accessible formats such as demonstrations, guided practice, and multimedia, along with flexible tools like cloud platforms and voice-to-text to support inclusive and equitable learning.

## Methods of Evaluation

A. Exams/Tests
    1. final exam
B. Lab Activities
    1. 60% hands-on lab activities
C. Quizzes
    1. frequent 4-10
D. Include technique observations, and varied assessments with flexible formats, multiple attempts, and clear rubrics to support inclusive and equitable student success.

## Typical Outside-of-Class Assignments

A. ~~Other~~ Project :
    1. Using Amazon Web Services Console and the Database tools, create a relational database to store student information that supports a primary key concept and reduces data duplication
    2. Based on the sample data provided, answer the problems
        1. How many records does the table store
        2. How many fields are in each record
        3. What problems would you encounter if you wanted to list the records in order of the street address, city, state, or zip or area code

## Textbooks (Typical):

**Textbook:**

1. ~~Aurobindo~~ SK ~~Sarkar~~ Singh ~~*Learning*~~ *Cloud* ~~*AWS: Design, Build;*~~ *Computing* and ~~*Deploy*~~ *AWS* ~~*Responsive*~~ *Introduction:* ~~*Applications using*~~ *Mastering* AWS ~~*Cloud*~~ *Fundamentals* ~~*Components*~~ *and Core Services* . ~~2~~ 1st ed., ~~Packt~~ independent ~~Publishing~~ publisher , ~~2018~~ 2024 .
2. ~~Ryan~~ Nouman ~~Lucifredi~~ Ahmed Khan *AWS* ~~*System*~~ *Database* ~~*Administration*~~ *Services: A Complete Guide to Understanding Database Services* . ~~1~~ 1s ed., ~~O'Reilly~~ independently ~~Publishers~~ published , ~~2018~~ 2023 .

**Other Learning Materials:**

1. Vendor maintained tutorial websites:

   www.awseducate.com

   www.awsacademy.com

   https://skillbuilder.aws/

## Other Materials Required of Students

1. Web browser: any HTML 5 compliant web browser .
2. AWS and/or AZURE account: free for students.

## Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

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

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

~~1. Student from outside the local area could be interested in this course. Flexibility to offer on-campus and xlisted online class. 2. Decision was collectively made from input from CIS colleagues, high school instructors, students, advisory board, and what other schools/regions are doing~~

Decision was collectively made from input from CIS colleagues, high school instructors, students, advisory board, and what other schools/regions are doing

**Accessibility:**

- Closed captioning for videos.
- Transcription for audio.
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- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

- Modifying assignment time limits for students with accommodations.

**Syllabus:**

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

**Course Objectives:**

- The same standards of course quality identified in the course outline of record can be applied.
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  **Frequency:** Feedback on Assignments - The instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Announcements - Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Students will come to campus during face-to-face class hours and/or online office hours to discuss any facet of the course and receive direction and/or feedback.

**Student-Student Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is... Share one item from your security check list

**Student-Content Interaction**

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Find at least three examples of a company putting databases in the cloud
- **Other:**
  **Frequency:** Students will create a AWS or AZURE cloud account. This account will give them live access to cloud tools. For example: create a standard AWS Relational Database

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000606109

**CB03: TOP Code**
~~070200 - Computer Information Systems~~

070720 - Database Design and Administration

**CIP Code**

11.0802 - Data Modeling/Warehousing and Database Administration

**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**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: CIS 88B - Word Processing Advanced: MS Word, Google Docs, AI Tools

**Course Modification: CIS 88B - Word Processing Advanced: MS Word, Google Docs, AI Tools (Launched)**
compared with
**CIS 88B - Adv Microsoft Word (Active - Implemented 01-02-2018)**

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## Admin Outline for Computer Information Systems 88B
~~Adv Microsoft~~ Word Processing Advanced: MS Word, Google Docs, AI Tools
**Effective:** ~~Spring~~ Fall ~~2018~~ 2027

### Catalog Description:

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### CIS 88B - Word ~~Adv~~ Processing ~~Microsoft~~ Advanced: MS Word , Google Docs, AI Tools
~~1~~ 2 . ~~50~~ 00 Units

Advanced word processing techniques used to produce complex business documents. Includes topics such as ~~formatt~~ formatting multiple page reports, ~~create~~ creating tables of contents and indexes, ~~insert~~ inserting footnotes/endnotes, using ~~Word's~~ word processing collaboration features to share documents, create macros to automate tasks, and integrate data from ~~Excel~~ spreadsheets and other programs. Use MS Word, Google Docs, and AI tools.

1 .5 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- CIS 88A **or** NCIS 288A

| | |
|---|---|
| **Total Lecture Hours** | ~~18~~ 27 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | ~~45~~ 54 |
| **Total Outside of Class Hours** | ~~36~~ 54 |
| **Total Student Learning Hours** | ~~81~~ 108 |

### Course Grading:

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Optional

**Justification for course proposal**

## Discipline:

Computer Information Systems.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Utilize cloud storage, document sharing, mail merge, and AI tools to enhance document creation, collaboration, and distribution.
B. Demonstrate the ability to navigate Microsoft Word and Google Docs interfaces, including advanced screen elements, advanced settings, and advancedhelp features.
C. Produce complex business documents, create tables of contents and indexes, use Word's collaboration features to share documents, and integrate data from Excel and other programs.

## Course Objectives:

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

A. Integrate AI tools, such as Gemini, CoPilot
B. Format multiple-page, multiple section reports that contain headers/footers, footnotes/endnotes, tables of contents, tables of figures and indexes;
C. Integrate data from ~~Excel~~ spreadsheets into a ~~Word~~ word processing document;
D. Use ~~Word's~~ word processing collaborations tools to share documents;
E. create macros to automate tasks;
F. Create, modifying, and applying styles to format documents;
G. Apply decision making skills in determining the most efficient way to product documents

## Course Content:

**Lecture:**

1. Formatting multiple-page reports
    1. Creating multiple sections
    2. Changing page orientation
    3. Creating tables of contents
    4. Marking index entries and generating an index
    5. Inserting footnote/endnotes

2. Working with styles
    1. Applying styles
    2. Modifying styles
    3. Creating new styles
3. Navigating in long documents
4. Collaborating in Word
    1. Using Track Changes
    2. Adding comments
    3. Sharing files
    4. Reviewing changes by multipler reviews
5. Create and Use Macros
6. Integrating Word, Excel, and PowerPoint
    1. Link and/or embed Excel data into Word documents
    2. Use Word documents to create PowerPoint presentations

**Lab Activities:**

1. Advanced editing: Inserting, deleting, moving, and copying text.
2. Advanced formatting: Adjusting fonts, sizes, colors, margins, and spacing
3. Advanced tools: Spell-check, grammar check, and thesaurus.
4. Advanced graphics: Inserting images, tables, and charts.

5. Advanced cloud storage: Saving, retrieving, and organizing documents, sharing documents.

## Methods of Instruction:

1. Lecture - Explore versions of MS Word, and Google Docs and AI Tools
2. Classroom Activity - Hands-on in-class exercises
3. Lab - Hands-on assignments that select and present data
4. Audio-visual Activity - Screen-recorded tutorials
5. Discussion - class group discussion
6. Hands-on lab assignments
7. Computer demonstrations
8. Class discussion

## Methods of Evaluation

A. Lab Activities
    1. weekly
B. Projects
    1. one final project
C. Quizzes
    1. each chapter
D. Evaluation will include labs, quizzes, and document-based projects. Students may demonstrate learning through multiple formats such as written documents, screen recordings, or presentations using clear rubrics and flexible submission options.
E. Performance mastery projects

## Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

    1. ~~Read~~

        1. Read the chapter on Organizing Long Documents. Complete the Develop Your Skills sections within the chapter.

    B. Other:

        1. Videos

            1. Access the online videos related to the chapter.

2. Hands-on labs

1. Complete Reinforce Your Skills W8-R1 (Organize a Document with a TOC and Headers and Footers) on pages 229-231. Print the document or submit it online as directed by instructor.

2. Complete Apply Your Skills W8-A2 (Create an Index and Use Pagination Options) on pages 213-215.

## Textbooks (Typical):

**Textbook:**

1. Jill Murphy *Microsoft Word ~~2016~~ 2021 & 365 : Comprehensive*. 1st ed., Labyrinth Learning, ~~2017~~ 2022 .
2. Jennifer Duffy, Carol Cram *Illustrated Microsoft® ~~Office~~ 365 ® & ~~Word~~ Office® ~~2016:~~ ~~Comprehensive~~ Introductory* . 1st ed., Cengage Learning, ~~2017~~ 2025 .
3. Ann Shaffer, Katherine T. Pinard *New Perspectives Microsoft® ~~Office~~ 365 ~~&~~ ® Word ~~2016:~~ ® Comprehensive*. 1st ed., Cengage Learning, ~~2017~~ 2025 .

## Other Materials Required of Students

1. Portable storage media.
2. GoPrint card.

## Equity Based Curriculum

- Methods of Evaluation

## Requisite Validation

## DE Proposal

Delivery Methods

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
With many businesses embracing online/virtual work environments, it is appropriate and beneficial to students that the content of this course be offered in an online modality. Offering this course online also allows more flexibility for our students.

**Explain how the decision was made to offer this course in a Distance Education mode.**
In the past, students with Macs or older PCs could not complete assignments using their own equipment, therefore, the course was offered on-campus only. We now have the ability to offer students access to a Windows-based lab environment online via NetLab. Students will be able to complete the curriculum regardless of the operating system on their computer.

[Prior note]
previously approved for DE (2004/05)

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** A minimum of twice.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Minimum of 1 per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of 4 times.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** A minimum of 2 times.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** If the course is held partially online, students will come to campus at least twice per semester for course discussions and/or activities.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** A minimum of twice.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Minimum of 1 time during the semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** A minimum of one time during the semester.

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Minimum of 1 time during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Chapter quizzes (5-8 per semester), Final quiz.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly lectures.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** 2-3 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** 2-3 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** A minimum of 2 projects per chapter.

## General Education/Transfer

**General Education/Transfer Request**

CSU Transfer

- Transfers to CSU - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000584388

**CB03: TOP Code**

070210 - Software Applications

**CIP Code**

11.0899 - Computer Software and Media Applications, Other

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

B - Transferable to CSU only.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

## CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

## Course Modification: CMST 2 - Oral Interpretation of Literature

**Course Modification: CMST 2 - Oral Interpretation of Literature (Launched)**
**compared with**
**CMST 2 - Oral Interpretation of Literature (Active - Implemented 08-15-2021)**

# Admin Outline for Communication Studies 2
# Oral Interpretation of Literature
**Effective:** Fall ~~2021~~ 2027

## Catalog Description:

### CMST 2 - Oral Interpretation of Literature
### 3.00 Units

Critical analysis, appreciation, and application of theories and techniques used to perform - _ various forms of literature, including poetry, prose, and drama. Students will learn to evaluate, analyze, edit, and creatively perform selections of literature for an audience.

3 Units Lecture

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

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Communication Studies.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. ~~Upon~~ Analyze ~~completion~~ literary ~~of~~ texts ~~CMST~~ across ~~2, the student should be able~~ genres to ~~compile~~ justify vocal and nonverbal performance choices.
B. Compile a collection of literature from different genres that unite a central theme.
C. ~~Upon completion of CMST 2, the student should be able to perform~~ Perform a selection of literature aloud.

## Course Objectives:

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

A. Define what constitutes good literature;
B. Distinguish between the various forms of literature;
C. Analyze and write scholarly criticism of literature for the purpose of interpretation;
D. Research and construct individual and/or group oral performances for various live audiences;
E. Edit literature for live performance using techniques that focus on unity of time, place, action, mood, and character;
F. Perform a variety of verbal and nonverbal skills to bring the literature to life and heighten the effectiveness of the performer's message;
G. Demonstrate sensitivity for language, its power, beauty, range, and flexibility;
H. Demonstrate vocal ability to create an intelligent and aesthetic experience for the speaker and for the audience;
I. Provide quality feedback throught the critique of student performances.

## Course Content:

1. Nature, importance , and ethics of oral interpretation
    1. Historical overview
    2. Relationship between the reader, literature, and audience
2. Distinctions ~~among~~ between reading, speaking, acting, and interpretation
3. Structure of dramatic action
4. Methods of literary selection, analysis , and cutting/editing
    1. Appreciation of literature

        1. What to look for in a performance selection
        2. Where to find suitable literature

    2. Analysis of literature for performance

        1. Primary ideas in the text
        2. Sequence elements and the message
        3. Time aspects
        4. Setting
        5. Characterizations
        6. Persona point-of-view
        7. Textual language choices

    3. Editing techniques
    4. Writing introductions

5. Nature of and distinction between interpretation of prose, poetry, and drama

    1. Oral interpretation of prose

        1. Choices of prose literature for performance
        2. Component features of prose
        3. Prose performance decisions

    2. Oral interpretation of poetry

        1. Choices of poetry literature for performance

2. Component features of poetry

    1. Figures of speech
    2. Repetition and parallelism
    3. Rhyme scheme
    4. Meter

3. Poetry performance decisions

3. Oral interpretation of drama

    1. Choices of drama literature for performance
    2. Component features of drama
    3. Drama performance choices

6. Verbal and nonverbal elements of performance

    1. Verbal factors

        1. Pitch
        2. Volume
        3. Rate
        4. Texture
        5. Articulation
        6. Pronunciation

7. Resonance
8. Vocalizations
9. Sensory sensitivity
10. Internalization

2. Nonverbal factors

    1. Use of body
    2. Eye contact
    3. Use of focus

        1. Onstage focus
        2. Off-stage focus
        3. Audience focus
        4. Internal focus

    4. Visualization
    5. Facial Expressions
    6. Physical Appearance
    7. Proxemics
    8. Chronemics
    9. Use of performance binder

7. Analysis of audience
8. Performance of literature

    1. Memorization techniques
    2. Concentration before, during, and after performance

9. Critical listening and analysis of performance
    1. Listening factors
    2. Effective evaluative comments

## Methods of Instruction:

1. Audio-visual Activity - Video/audio tapes
2. Demonstration - Live demonstrations of oral interpretation
3. Critique - Instructor and peer critique of performances
4. Classroom Activity - Class activities dealing with course content
5. Student Presentations - Solo, duo, and/or group performances
6. Discussion - Discussion of course content
7. Lecture - Lecture of course content
8. Peer group evaluation

## Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. ~~3~~ 2 per semester
C. Oral Presentation
    1. 4 per semester
D. Papers
    1. 1 per semester

## Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :
    1. **Poetry Analysis** : Write a 3 - 4 page essay that explores a poem you will be performing. Examine the component features of the poem and describe performance choices you will make

to create an outstanding oral interpretation performance. Students are encouraged to perform literature that reflects their own culture and backgrounds. Attach a copy of the poem.

B. Project:

1. **Narrative/Dialogue Prose**: Find a selection of prose literature that has both descriptive narration and dialogue. Make appropriate performance choices for prose literature and rehearse so that you know the selection very well. Perform your selection for class, staying within a 2 - 4 minute time frame. Students are encouraged to perform literature that reflects their own culture and backgrounds. You will be graded on whether your selection fits the assignment, fits the time limit, how well you know the literature, how effectively you use change in focus, and how you use your voice and body to portray the literature.

2. ~~**Poetry Analysis : Write a 3 - 4 page essay that explores a poem you will be performing. Examine the component features of the poem and describe performance choices you will make to create an outstanding oral interpretation performance. Attach a copy of the poem.**~~

3. **Mini-Thematic Group Performance: Students will be assigned to groups that will compile and perform a script on one theme. The scripts must have at least four separate pieces of literature from at least two separate sources and genres. (Example: Two poems and two prose selections; OR one poem and three drama selections, etc.) The script must include an introduction of the theme, and the author and title of each selection. All group members must participate in the compilation, staging, rehearsal, and performance of their show. The time limit for the performance is 9 - 12 minutes.**

## Textbooks (Typical):

OER:

1. **Anna Martinez *Oral Interpretation of Literature.* , LibreTexts, 2024. https://human.libretexts.org/Courses/Clovis_Community_College/Oral_Interpretation_of_Literature_(Martinez)/00%3A_Front_Matter/03%3A_Table_of_Contents.**

Textbook:

1. **Henry Bial and Sara Brady *The Performance Studies Reader.* 4th ed., Routledge, 2025.**
2. **Richard T. Young *Oral Interpretation: A Creative Performance Approach.* 1st ed., Integratio Press, 2024.**
3. **John Gillett, Christina Gutekunst *Voice into Acting: Integrating voice and the Stanislavski approach.* 2nd ed., Bloomsbury Methuen Drama, 2021.**
4. **Richard Schechner *Performance Studies: An Introduction.* 4th ed., Routledge, 2020 .**
5. ~~**Timothy Gura, Benjamin Powell**~~ **Oral Interpretation.** ~~**13th ed., Routledge, 2018**~~ **.**
6. **Soyini Madison *Critical Ethnography: Method, Ethics, and Performance.* 3rd ed., Sage Publications, 2019.**

## Other Materials Required of Students

1. **Performance binder .**

## Equity Based Curriculum

- **Course Content**
- **Typical Assignments**
- **Textbooks/Materials**

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

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

**The requirements of the course and the delivery methods can be performed in an online modality. There is really no reason not to offer this class as distance education.**

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

**This decision was made after consulting with the CMST department, our dean, and from the feedback we received from our students. The ideal would be face to face but there is no reason why this class could not be taught fully online.**

**Accessibility:**

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

**Syllabus:**

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

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

**Course Objectives:**

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

## DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency: Each student will be emailed every week.**
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency: The discussion board will be used weekly to facilitate learning.**
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency: Students will receive feedback every week on their assignments.**
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency: There will be at least one announcement per week.**
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency: Students will meet 4 times per semester.**

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency: The discussion board will be used weekly for students to respond to each other's performances.**
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency: Weekly breakout groups will be used to provide feedback to each other.**
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency: Weekly peer critiquing will take place.**
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency: Students will meet 4 times over the semester to watch and evaluate each other's performances.**

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 week.**
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  **Frequency: At least once per week.**
- **Written papers:** *Papers will be written on various topics.*
  **Frequency: 2 per semester.**
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency: There will be three during the semester.**
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency: 1 per week.**
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency: At least 2 videos will be used for demonstration per semester.**
- **Other:**
  **Frequency: Students will perform at least 4 times over the semester.**

## General Education/Transfer

General Education/Transfer Request
**CSU Transfer**

- **Transfers to CSU - Approved**

**Las Positas College GE**

- **3 - Arts and Humanities - Approved**

**UC Transfer**

- **Transfers to UC - Approved**

**C-ID: COMM 170 - Approved**

## Codes and Dates

**Course CB Codes**

CB00: State ID
**CCC000349841**

CB03: TOP Code
**150600 - Speech Communication**

CIP Code
**09.0101 - Speech Communication and Rhetoric**

CB04: Credit Status
**D - Credit - Degree Applicable**

CB05: Transfer Status

**A - Transferable to both UC and CSU.**

CB08: Basic Skills Status

**N - Not Basic Skills**

CB09: SAM Code

**E - Non-Occupational**

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

**N - Course is not a special class.**

CB21: Course Prior to College

**Y - Not applicable**

CB22: Non Credit Course Category

**Y - Not Applicable, Credit course**

CB23: Funding Agency Category

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

CB24: Program Status

**1 - Program Applicable**

CB25: Course General Education Status

**Y. Not Applicable**

CB26: Course Support Course Status

**N - Course is not a support course**

CB27: Upper Division Status

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Credit for Prior Learning: CNT 51 - CompTIA's A+ Certification Computer Technician

**Credit for Prior Learning: CNT 51 - CompTIA's A+ Certification Computer Technician (Launched)**
compared with
**CNT 51 - CompTIA's A+ Certification Computer Technician (Active - Implemented 08-22-2024)**

## Admin Outline for Computer Networking Technology 51
## CompTIA's A+ Certification Computer Technician

**Effective:** Fall 2024

### Catalog Description:

### CNT 51 - CompTIA's A+ Certification Computer Technician
### 4.00 Units

This course provides an introduction to the computer hardware and software skills needed to help meet the industry demand for entry-level PC Technicians. This course covers PC hardware, software, security, networking, laptops, printers, operational procedures, operating systems, security, troubleshooting, and mobile devices. The students will study the topics needed to become certified PC technicians. Preparation for the CompTIA A+ certification, which verifies knowledge equivalent to that of an entry-level ICT (Information and Communications Technology) technician with about 12 months of hands-on experience. The responsibilities of an ICT professional will be introduced.
3 Units Lecture 1 Units Lab

**Recommended Course Preparation:**

- CIS 50

| | |
|---|---|
| **Total Lecture Hours** | 54 |
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 108 |
| **Total Outside of Class Hours** | 108 |
| **Total Student Learning Hours** | 216 |

### Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Computer Service Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Install, configure, and troubleshoot operating systems and applications.
B. Install, configure, secure, and troubleshoot PC/Networking/Mobile devices.

## Course Objectives:

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

A. Build a personal computer, according to customer requirements
B. Install, configure, and maintain devices, and PCs for end users
C. Install and configure networking adapters, including the connectivity software
D. Install, update, and configure the Windows OS
E. Troubleshoot and document common hardware problems
F. Deploy desktop imaging, and install a virtual machine on a computer, using different hypervisors
G. Identify and explain system boards components, types and features
H. Install and troubleshoot power supplies
I. Match specific CPUs to systems boards and install proper cooling devices
J. Select the correct memory types for specific expansion slots
K. Choose and install display devices according to customer specifications
L. Install and configure peripherals, input devices and printers
M. Determine the troubleshooting methods and tools for printers
N. Compare and contrast the different Windows Operating Systems and their features
O. Secure a computer using anti-malware software and user access rights
P. Harden a wireless access point security and train end user in basic security features
Q. Practice the appropriate communication skills and professionalism needed to provide effective customer support

## Course Content:

**Lecture:**

1. Safety of Staff and Equipment
2. PC hardware, Internal Devices
3. Peripheral Devices and Printers
4. Electricity and Power Supplies
5. System Boards, CPU and Memory
6. Operational Procedures
7. Laptops
8. Operating Systems

9. Data Storage Devices
10. Windows System Management
11. File Management
12. Security and Monitoring
13. Mobile devices and Wireless Access Points
14. Networking and Computer Hardening
15. Troubleshooting
16. Providing Effective Customer Support
    1. Communication Skills
    2. Professionalism in the Workplace
    3. Developing a Service Level Agreement (SLA)

**Lab Activities:**

## Methods of Instruction:

1. Discussion
2. Lecture
3. Lab - Laboratory assignments
4. A+ Exam practice questions
5. Internet assignments

## Methods of Evaluation

A. Class Participation
    1. Weekly, Online or On-site
B. Exams/Tests
    1. Weekly, One Midterm
C. Final Class Performance
    1. One Final
D. Quizzes
    1. Weekly
E. Simulation
    1. Weekly

## Typical Outside-of-Class Assignments

A. Other:
    1. Ensuring Customer Satisfaction:
        1. Determine what you would include in your SLA (Service Level Agreement) for a small workgroup that needs support for basic hardware and commercial software. Compare your SLA with those of the other group. Create an SLA for a department that uses

specialized hardware and custom applications, in addition to needing support for basic hardware and commercial software

2. Internet:
    1. Research the latest PC CPUs and compare them to the CPUs inside your home computers
3. Troubleshooting and Repair Methodologies:
    1. What are the first questions you ask a customer?
    2. What are some of the first things you check about a failed system, and why?
    3. At what point is a repair job finished and what are the last technical checks you do before you leave the premises?

## Textbooks (Typical):

**Textbook:**

1. Mike Meyers *CompTIA A+ Certification All-in-One Exam Guide, Ninth Edition (Exams 220-1001 & 220-1002)*. 10 ed., McGraw-Hill Education, 2019.
2. Quentin Doctor *CompTIA A+ Complete Study Guide: Exam Core 1 220-1001 and Exam Core 2 220-1002*. 4th ed., Sybex, 2019.
3. Mark Edward Soper, David Prowse *CompTIA A+ Core 1 (220-1001) and Core 2 (220-1002) Exam Cram*. 2nd ed., Pearson, 2019.

## Other Materials Required of Students

1. Portable storage device; such as a flash drive or external USB drive.

## Equity Based Curriculum

- Methods of Instruction
- Assignments
- Methods of Evaluation
- Typical Texts

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

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

One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another avenue

for our students -- most of whom work full- or part-time-- to access our courses.

**Explain how the decision was made to offer this course in a Distance Education mode.**
This course should be offered in DE mode to accommodate students who are unable to attend in person for personal reasons, or work hours conflicts. The 24/7 access is more practical for many an IT professional who could not otherwise attend.
New realistic online labs offer students the ability to assemble computers as if they were working on the actual hardware.

**Accessibility:**

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

**Syllabus:**
**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Students will be emailed individually at least every two weeks.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** The District Online Course System (BlackBoard) contains a class discussion board where student are encourage to exchange relevant information on course topics.
- **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 will be provided on every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** 1-3 announcements per week will be posted.

**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:** Minimum 2 times
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** Students are encouraged to work together on building a working computer with the correct software configurations.

**Student-Content Interaction**

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  **Frequency:** Students are encourage to work in groups in order to practice team work and social/business soft skills.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** A minimum of 10 quizzes and exams, and a comprehensive final examination.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** A minimum of 10 per semester.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 110 - Approved

## 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.**
**Credit-by-Military-JST** Yes
**Credit-by-Industry-Recognized-Training** Yes
**Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.**
~~Individuals holding the~~ A+ Certification issued by the Computer Technology Industry Association (CompTIA) within the last 10 years ~~will be awarded credit for the APIS 51 or CNT 51 course.~~

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000595119

**CB03: TOP Code**

070820 - Computer Support

**CIP Code**

11.1006 - Computer Support Specialist

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

B - Transferable to CSU only.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Credit for Prior Learning: CNT 55 - Windows Server Installation, Storage, and Compute

**Credit for Prior Learning: CNT 55 - Windows Server Installation, Storage, and Compute (Launched)**

compared with

**CNT 55 - Windows Server Installation, Storage, and Compute (Active - Implemented 08-15-2025)**

# Admin Outline for Computer Networking Technology 55
# Windows Server Installation, Storage, and Compute

**Effective:** Fall 2025

## Catalog Description:

### CNT 55 - Windows Server Installation, Storage, and Compute
### 3.00 Units

This course prepares students for the Microsoft's Examination AZ-800: Administering Windows Server Hybrid Core Infrastructure, which is the first of two exams a student must pass to obtain a Microsoft Certified: Windows Server Hybrid Administrator Associate Certification. The certification qualifies its holder for a position as a network or computer systems administrator or as a computer network specialist. The topics include installation, storage, and compute features and functionality available in the current Windows Server, Nano Server, images for deployment, storage solutions, data deduplication, high availability, disaster recovery, storage spaces direct, and failover clustering solutions. Also covered: Hyper-V and containers..
2.5 Units Lecture 0.5 Units Lab

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Computer Service Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Install, configure, secure, and troubleshoot Windows server in a domain environment.

## Course Objectives:

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

A. Install and Configure Servers, Local Storage, and File & Share Access
B. Configure Print and Document Services
C. Configure Servers for Remote Management
D. Create and Configuring Virtual Machine Settings, Storage, and Virtual Networks
E. Configure IPv4 and IPv6 Addressing
F. Deploy and Configuring the DHCP and DNS Services
G. Install Domain Controllers with Active Directory
H. Create and Managing Active Directory Users, Groups and Organizational Units
I. Create Group Policy Objects, Security Policies, and Application Restriction Policies
J. Configure Windows Firewall

## Course Content:

**Lecture:**

1. Install Windows Servers in Host and Compute Environments
    1. Install, upgrade, and migrate servers and workloads
        1. Determine Windows Server installation requirements
        2. Determine appropriate Windows Server editions per workloads
        3. Install Windows Server
        4. Install Windows Server features and roles
        5. Install and configure Windows Server Core
        6. Manage Windows Server Core installations using Windows PowerShell, command line, and remote management capabilities
        7. Implement Windows PowerShell Desired State Configuration (DSC) to install and maintain integrity of installed environments
        8. Perform upgrades and migrations of servers and core workloads from older Windows Servers to the current Windows Server
        9. Determine the appropriate activation model for server installation, such as Automatic Virtual Machine Activation (AVMA), Key Management Service (KMS), and Active Directory-based Activation
    2. Install and configure Nano Server

1. Determine appropriate usage scenarios and requirements for Nano Server
2. Install Nano Server
3. Implement Roles and Features on Nano Server
4. Using Nano Server Image Builder, manage and configure Nano Server
5. Manage Nano Server remotely using MMC, Windows PowerShell, and Server Management Tools

3. Create, manage, and maintain images for deployment
    1. Plan for Windows Server virtualization
    2. Assess virtualization workloads using the Microsoft Assessment and Planning (MAP) Toolkit
    3. Determine considerations for deploying workloads into virtualized environments
    4. Update images with patches, hotfixes, last cumulative updates and drivers
    5. Install roles and features in offline images
    6. Manage and maintain Windows Server Core, Nano Server images, and VHDs using Windows PowerShell

2. Implement Storage Solutions
    1. Configure disks and volumes
        1. Configure sector sizes appropriate for various workloads
        2. Configure GUID partition table (GPT) disks
        3. Create VHD and VHDX files using Disk Management or Windows PowerShell
        4. Mount virtual hard disks
        5. Determine when to use NTFS and ReFS file systems
        6. Configure NFS and SMB shares using Server Manager
        7. Configure SMB share and session settings using Windows PowerShell
        8. Configure SMB server and SMB client configuration settings using Windows PowerShell
        9. Configure file and folder permissions
    2. Implement server storage
        1. Configure storage pools
        2. Implement simple, mirror, and parity storage layout options for disks or enclosures
        3. Expand storage pools
        4. Configure Tiered Storage
        5. Configure iSCSI target and initiator
        6. Configure iSNS
        7. Configure Datacenter Bridging (DCB)
        8. Configure Multi-Path IO (MPIO)
        9. Determine usage scenarios for Storage Replica
        10. Implement Storage Replica for server-toserver, cluster-to-cluster, and stretch cluster scenarios
    3. Implement data deduplication
        1. Implement and configure deduplication
        2. Determine appropriate usage scenarios for deduplication
        3. Monitor deduplication
        4. Implement a backup and restore solution with deduplication

3. Implement Hyper-V
    1. Install and configure Hyper-V

1. Determine hardware and compatibility requirements for installing Hyper-V
2. Install Hyper-V
3. Install management tools
4. Upgrade from existing versions of Hyper-V
5. Delegate virtual machine management
6. Perform remote management of Hyper-V hosts
7. Using Windows PowerShell Direct
8. Implement nested virtualization

2. Configure virtual machine (VM) settings
    1. Add or remove memory in a running VM
    2. Configure dynamic memory
    3. Configure NonUniform Memory Access (NUMA) support
    4. Configure smart paging
    5. Configure Resource Metering
    6. Manage Integration Services
    7. Create and configure Generation 1 and 2 VMs and determine appropriate usage scenarios
    8. Implement enhanced session mode
    9. Create Linux and FreeBSD VMs
    10. Install and configure Linux Integration Services (LIS)
    11. Install and configure FreeBSD Integration Services (BIS)
    12. Implement Secure Boot for Windows and Linux environments
    13. Move and convert VMs from previous versions of Hyper-V to Windows Server Hyper-V
    14. Export and import VMs
    15. Implement Discrete Device Assignment (DDA), Troubleshoot VM configuration versions
3. Configure Hyper-V storage
    1. Create VHDs and VHDX files using Hyper-V Manager
    2. Create shared VHDX files
    3. Configure differencing disks
    4. Modify virtual hard disks
    5. Configure pass-through disks
    6. Resize a virtual hard disk
    7. Manage checkpoints
    8. Implement production checkpoints
    9. Implement a virtual Fibre Channel adapter
    10. Configure storage Quality of Service (QoS)
4. Configure Hyper-V networking
    1. Add and remove virtual network interface cards (vNICs); configure Hyper-V virtual switches
    2. Optimize network performance
    3. Configure MAC addresses
    4. Configure network isolation
    5. Configure synthetic and legacy virtual network adapters
    6. Configure NIC teaming in VMs
    7. Configure virtual machine queue (VMQ)

8. Enable Remote Direct Memory Access (RDMA) on network adapters bound to a Hyper-V virtual switch using Switch Embedded Teaming (SET)
9. Configure Bandwidth Management

4. Implement Windows Containers
    1. Deploy Windows containers
        1. Determine installation requirements and appropriate scenarios for Windows Containers
        2. Install and configure Windows Server container host in physical or virtualized environments
        3. Install and configure Windows Server container host to Windows Server Core or Nano Server in a physical or virtualized environment
        4. Install Docker on Windows Server and Nano Server
        5. Configure Docker start-up options
        6. Install PowerShell for Docker
        7. Install a base container image
        8. Tag an image
        9. Remove a container
        10. Create Windows Server containers
        11. Create Hyper-V containers
    2. Manage Windows containers
        1. Manage Windows containers by using Docker CLI and PowerShell for Docker
        2. Manage container networking
        3. Manage container data volumes
        4. Manage Resource Control
        5. Create new container images using Dockerfile
        6. Manage container images using DockerHub repository for public and private scenarios
        7. Manage container images using Microsoft Azure
5. Implement High Availability
    1. Implement high availability and disaster recovery options in Hyper-V
        1. Implement Hyper-V Replica
        2. Implement Live Migration
        3. Including Shared Nothing Live Migration
        4. Configure CredSSP or Kerberos authentication protocol for Live Migration
        5. Implement storage migration
    2. Implement failover clustering
        1. Implement Workgroup, Single, and Multi Domain clusters
        2. Configure quorum
        3. Configure cluster networking
        4. Restore single node or cluster configuration
        5. Configure cluster storage
        6. Implement Cluster-Aware Updating
        7. Implement Cluster Operating System Rolling Upgrade
        8. Configure and optimize cluster shared volumes (CSVs)
        9. Configure clusters without network names
        10. Implement Scale-Out File Server (SoFS)
        11. Determine different scenarios for the use of SoFS vs. File Server for general usez

12. Determine usage scenarios for implementing guest clustering
13. Iimplement a Clustered Storage Spaces solution using Shared SAS storage enclosures
14. Implement Storage Replica
15. Implement Cloud Witness
16. Implement VM resiliency
17. Implement shared VHDX as a storage solution for guest clusters

3. Implement Storage Spaces Direct
    1. Determine scenario requirements for implementing Storage Spaces Direct
    2. Enable Storage Spaces Direct using Windows PowerShell
    3. Implement a disaggregated Storage Spaces Direct scenario
    4. Implement a hyper-converged Storage Spaces Direct scenario
4. Manage failover clustering
    1. Configure role-specific settings, including continuously available shares
    2. Configure VM monitoring
    3. Configure failover and preference settings
    4. Implement stretch and site-aware failover clusters
    5. Enable and configure node fairness
5. Manage VM movement in clustered nodes
    1. Perform a live migration
    2. Perform a quick migration
    3. Perform a storage migration
    4. Import, export, and copy VMs
    5. Configure VM network health protection
    6. Configure drain on shutdown
6. Implement Network Load Balancing (NLB)
    1. Install NLB nodes
    2. Configure NLB prerequisites
    3. Configure affinity
    4. Configure port rules
    5. Configure cluster operation mode
    6. Upgrade an NLB cluster

6. Maintain and Monitor Server Environments
    1. Maintain server installations
        1. Implement Windows Server Update Services (WSUS) solutions
        2. Configure WSUS groups
        3. Manage patch management in mixed environments
        4. Implement an antimalware solution with Windows Defender
        5. Integrate Windows Defender with WSUS and Windows Update
        6. Perform backup and restore operations using Windows Server Backup
        7. Determine backup strategies for different Windows Server roles and workloads, including Hyper-V Host, Hyper-V Guests, Active Directory, File Servers, and Web Servers using Windows Server native tools and solutions
    2. Monitor server installations
        1. Monitor workloads using Performance Monitor, Server Manager, Event Viewer
        2. Configure Data Collector Sets

3. Determine appropriate CPU, memory, disk, and networking counters for storage and compute workloads
4. Configure alerts
5. Monitor workloads using Resource Monitor

**Lab Activities:**

1. Install Windows Servers in Host and Compute Environments
    1. Install, upgrade, and migrate servers and workloads
    2. Install and configure Nano Server
    3. Create, manage, and maintain images for deployment
2. Implement Storage Solutions
    1. Configure disks and volumes
    2. Implement server storage
    3. Implement data deduplication
3. Implement Hyper-V
    1. Install and configure Hyper-V
    2. Configure virtual machine (VM) settings
    3. Configure Hyper-V storage
    4. Configure Hyper-V networking
4. Implement Windows Containers
    1. Deploy Windows containers
    2. Manage Windows containers
5. Implement High Availability
    1. Implement high availability and disaster recovery options in Hyper-V
    2. Implement failover clustering
    3. Implement Storage Spaces Direct
    4. Manage failover clustering
    5. Manage VM movement in clustered nodes
    6. Implement Network Load Balancing (NLB)
6. Maintain and Monitor Server Environments
    1. Maintain server installations
    2. Monitor server installations

## Methods of Instruction:

1. Simulations - CompTIA/Testout Lab Sims are used for applying concepts learned.
2. Lab - Simulation software is used for applying concepts learned.

## Methods of Evaluation

A. Exams/Tests
    1. 7-15 per term
B. Home Work
    1. 8-16 per term
C. Simulation
    1. 10-20 per term

## Typical Outside-of-Class Assignments

A. Reading:
    1. Discuss Microsoft's Active Directory Services in relation to other industry standard network models for managing users and resources.
B. Writing:
    1. Choose one of the topics from a list of Internet technologies and write a one-page technical discussion of the subject
C. Project:
    1. Create an Active Directory Forest. Populate to the Organization Unit level with users and computers from the class.

## Textbooks (Typical):

**Textbook:**

1. William Panek *MCA Windows Server Hybrid Administrator Complete Study Guide.* 1st ed., Sybex, 2023.
2. Testout *Hybrid Server Pro: Core.*, CompTIA, 2024.
3. Greg Tomsho *Microsoft Exam AZ-800: Guide to Administering Windows Server Hybrid Core Infrastructure.* 1st ed., Cengage, 2024.

## Other Materials Required of Students

1. Internet Access to Virtual Labs..

## Equity Based Curriculum

- Course Content

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

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

One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another avenue for our students -- most of whom work full- or part-time-- to access our courses.

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

After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our degree and certificate programs, and agreed that it should be offered as DE.

[Prior note]
New learning methods are now available online 24/7. They include text materials, video demonstrations, interactive labs with realistic simulations, and adaptive quizzes that engage students with various learning styles. Distant learners who may not otherwise attend our campus because of the inconvenient commutes, or conflicting schedules would readily consider enrolling in a DE class. The nearby residents who prefer to attend in person also benefit by having access to their course materials when not attending class.

**Accessibility:**

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

**Syllabus:**
**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Students will be emailed individually at least every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Feedback will be provided on every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** 1-3 announcements per week will be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** The instructor will use web-conferencing to interact with students on a weekly basis.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** On a weekly basis.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** At least twice during the semester.

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** A minimum of 7 quizzes and exams, and a comprehensive final examination.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** On a weekly basis throughout the semester.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** A minimum of 10 per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** A minimum of 10 per semester.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 155 - Approved

## 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.**
**Credit-by-Military-JST** ~~No~~ Yes
**Credit-by-Industry-Recognized-Training** Yes
**Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.**
~~Exam AZ-800: Administering Windows Server Hybrid Core Infrastructure exam, or Microsoft Certified: Windows Server Hybrid Administrator Associate certification, or equivalent given by the Microsoft Corporation. Must be currently active.~~
Microsoft Certified: Windows Server Hybrid Administrator Associate certification ~~can~~ issued ~~also~~ by ~~receive~~ the ~~credit~~ Microsoft ~~for~~ Corporation ~~CNT~~ within ~~56.~~ the last 10 years

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000374338

**CB03: TOP Code**

070800 - Computer Infrastructure and Support

**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**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Credit for Prior Learning: CNT 56 - Networking with Windows Server

**Credit for Prior Learning: CNT 56 - Networking with Windows Server (Launched)**
**compared with**
**CNT 56 - Networking with Windows Server (Active - Implemented 08-15-2025)**

## Admin Outline for Computer Networking Technology 56
## Networking with Windows Server
**Effective:** Fall 2025

### Catalog Description:

### CNT 56 - Networking with Windows Server
### 3.00 Units

This course prepares students for the Microsoft's Exam AZ-801: Configuring Windows Server Hybrid Advanced Services, which is the second of two exams a student must pass to obtain a Microsoft Certified: Windows Server Hybrid Administrator Associate Certification. Through many hands-on labs, students will install and configure DNS, DHCP, IPAM, VPN and RADIUS. Also covered: managing DFS and branch cache solutions, and implementing Software Defined Networking (SDN) solutions such as Hyper-V Network Virtualization (HNV) and Network Controller, Implement Network Connectivity and Remote Access Solutions, Implement Core and Distributed Network Solutions.
2.5 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- CNT 55

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Computer Service Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Install, configure, secure, and troubleshoot IP Services in a Windows server domain environment.

## Course Objectives:

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

A. Install and configure DNS servers
B. Install and configure DHCP
C. Implement and Maintain IP Address Management (IPAM)
D. Implement Network Address Translation (NAT); configure routing
E. Implement Network Policy Server (NPS)
F. Implement IPv4 and IPv6 addressing
G. Implement Distributed File System (DFS) and Branch Office solutions
H. Implement high performance network solutions
I. Determine scenarios and requirements for implementing Software Defined Networking (SDN)

## Course Content:

**Lecture:**

1. Implement Domain Name System (DNS)
    1. Install and configure DNS servers
        1. Determine DNS installation requirements
        2. Determine supported DNS deployment scenarios on Nano Server
        3. Install DNS
        4. Configure forwarders
        5. Configure Root Hints
        6. Configure delegation
        7. Implement DNS policies
        8. Configure DNS Server settings using Windows PowerShell
        9. Configure Domain Name System Security Extensions (DNSSEC)
        10. Configure DNS Socket Pool
        11. Configure cache locking
        12. Enable Response Rate Limiting
        13. Configure DNS-based Authentication of Named Entities (DANE)
        14. Configure DNS logging
        15. Configure delegated administration
        16. Configure recursion settings

17. Implement DNS performance tuning
18. Configure global settings

2. Create and configure DNS zones and records
    1. Create primary zones
    2. Configure Active Directory primary zones
    3. Create and configure secondary zones
    4. Create and configure stub zones
    5. Configure a GlobalNames zone; analyze zone-level statistics
    6. Create and configure DNS Resource Records (RR), including A, AAAA, PTR, SOA, NS, SRV, CNAME, and MX records
    7. Configure zone scavenging
    8. Configure record options, including Time To Live (TTL) and weight
    9. Configure round robin
    10. Configure secure dynamic updates
    11. Configure unknown record support
    12. Use DNS audit events and analytical (query) events for auditing and troubleshooting
    13. Configure Zone Scopes
    14. Configure records in Zone Scopes
    15. Configure policies for zone

2. Implement DHCP and IPAM
    1. Install and configure DHCP
        1. Install and configure DHCP servers
        2. Authorize a DHCP server
        3. Create and configure scopes
        4. Create and configure superscopes and multicast scopes
        5. Configure a DHCP reservation
        6. Configure DHCP options
        7. Configure DNS options from within DHCP
        8. Configure policies
        9. Configure client and server for PXE boot
        10. Configure DHCP Relay Agent
        11. Implement IPv6 addressing using DHCPv6
        12. Perform export and import of a DHCP server
        13. Perform DHCP server migration
    2. Manage and maintain DHCP
        1. Configure a lease period
        2. Back up and restore the DHCP database
        3. Configure high availability using DHCP failover
        4. Configure DHCP name protection
        5. Troubleshoot DHCP
    3. Implement and Maintain IP Address Management (IPAM)
        1. Provision IPAM manually or by using Group Policy
        2. Configure server discovery
        3. Create and manage IP blocks and ranges
        4. Monitor utilization of IP address space

5. Migrate existing workloads to IPAM
6. Configure IPAM database storage using SQL Server
7. Determine scenarios for using IPAM with System Center Virtual Machine Manager for physical and virtual IP address space management
8. Manage DHCP server properties using IPAM
9. Configure DHCP scopes and options
10. Configure DHCP policies and failover
11. Manage DNS server properties using IPAM
12. Manage DNS zones and records
13. Manage DNS and DHCP servers in multiple Active Directory forests
14. Delegate administration for DNS and DHCP using role-based access control (RBAC)
15. Audit the changes performed on the DNS and DHCP servers
16. Audit the IPAM address usage trail
17. Audit DHCP lease events and user logon events

3. Implement Network Connectivity and Remote Access Solutions
    1. Implement network connectivity solutions
        1. Implement Network Address Translation (NAT)
        2. Configure routing
    2. Implement virtual private network (VPN) and DirectAccess solutions
        1. Implement remote access and site-to-site (S2S) VPN solutions using remote access gateway
        2. Configure different VPN protocol options
        3. Configure authentication options
        4. Configure VPN reconnect
        5. Create and configure connection profiles
        6. Determine when to use remote access VPN and site-to-site VPN and configure appropriate protocols
        7. Install and configure DirectAccess
        8. Implement server requirements
        9. Implement client configuration
        10. Troubleshoot DirectAccess
    3. Implement Network Policy Server (NPS)
        1. Configure a RADIUS server including RADIUS proxy
        2. Configure RADIUS clients
        3. Configure NPS templates
        4. Configure RADIUS accounting
        5. Configure certificates
        6. Configure Connection Request Policies
        7. Configure network policies for VPN and wireless and wired clients
        8. Import and export NPS policie
4. Implement Core and Distributed Network Solutions
    1. Implement IPv4 and IPv6 addressing
        1. Configure IPv4 addresses and options
        2. Determine and configure appropriate IPv6 addresses
        3. Configure IPv4 or IPv6 subnetting

4. Implement IPv6 stateless addressing
5. Configure interoperability between IPv4 and IPv6 by using ISATAP, 6to4, and Teredo scenarios
6. Configure Border Gateway Protocol (BGP)\
7. Configure IPv4 and IPv6 routing

2. Implement Distributed File System (DFS) and Branch Office solutions
    1. Install and configure DFS namespaces
    2. Configure DFS replication targets
    3. Configure replication scheduling
    4. Configure Remote Differential Compression (RDC) settings
    5. Configure staging
    6. Configure fault tolerance
    7. Clone a Distributed File System Replication (DFSR) database
    8. Recover DFSR databases
    9. Optimize DFS Replication
    10. Install and configure BranchCache
    11. Implement distributed and hosted cache modes
    12. Implement BranchCache for web, file, and application servers
    13. Troubleshoot BranchCache

5. Implement an Advanced Network Infrastructure
    1. Implement high performance network solutions
        1. Implement NIC Teaming or the Switch Embedded Teaming (SET) solution and identify when to use each
        2. Enable and configure Receive Side Scaling (RSS)
        3. Enable and configure network Quality of Service (QoS) with Data Center Bridging (DCB)
        4. Enable and configure SMB Direct on Remote Direct Memory Access (RDMA) enabled network adapters
        5. Configure SMB Multichannel
        6. Enable and configure virtual Receive Side Scaling (vRSS) on a Virtual Machine Queue (VMQ) capable network adapter
        7. Enable and configure Virtual Machine Multi-Queue (VMMQ)
        8. Enable and configure Single-Root I/O Virtualization (SR-IOV) on a supported network adapter
    2. Determine scenarios and requirements for implementing Software Defined Networking (SDN)
        1. Determine deployment scenarios and network requirements for deploying SDN
        2. Determine requirements and scenarios for implementing Hyper-V Network Virtualization (HNV) using Network Virtualization Generic Route Encapsulation (NVGRE) encapsulation or Virtual Extensible LAN (VXLAN) encapsulation
        3. Determine scenarios for implementation of Software Load Balancer (SLB) for North-South and East-West load balancing
        4. Determine implementation scenarios for various types of Windows Server Gateways, including L3, GRE, and S2S, and their use
        5. Determine requirements and scenarios for Datacenter firewall policies and network security groups

**Lab Activities:**

1. Implement Domain Name System (DNS)
    1. Install and configure DNS servers
    2. Create and configure DNS zones and records
2. Implement DHCP and IPAM
    1. Install and configure DHCP
    2. Manage and maintain DHCP
    3. Implement and Maintain IP Address Management (IPAM)
3. Implement Network Connectivity and Remote Access Solutions
    1. Implement network connectivity solutions
    2. Implement virtual private network (VPN) and DirectAccess solutions
    3. Implement Network Policy Server (NPS)
4. Implement Core and Distributed Network Solutions
    1. Implement IPv4 and IPv6 addressing
    2. Implement Distributed File System (DFS) and Branch Office solutions
5. Implement an Advanced Network Infrastructure
    1. Implement high performance network solutions
    2. Determine scenarios and requirements for implementing Software Defined Networking (SDN)

## Methods of Instruction:

1. Lab - Simulation software is used to practice concepts learned.
2. Simulations - Lab Sims simulation software is used.

## Methods of Evaluation

A. Exams/Tests
    1. 7-15 per term
B. Home Work
    1. 8-16 per term
C. Simulation
    1. 10-20 per term

## Typical Outside-of-Class Assignments

A. Reading:
    1. Discuss Microsoft’s DNS and how it integrates into Active Directory for unified functions.
B. Writing:
    1. Explain in one page how you would set up Group Policies to allow only certain groups of users to get access to "CurrentProjects" folder.
C. Project:
    1. Backup the DNS, DHCP, and Active Directory to an external devices, and explain how you would restrict access and protect these databases.

## Textbooks (Typical):

**Textbook:**

1. Chris Gill *Configuring Windows Server Hybrid Advanced Services Exam Ref AZ-801.* 1st ed., O'Reilly, 2023.
2. Testout *Hybrid Server Pro: Advanced.*, CompTIA, 2024.
3. William Panek *MCA Windows Server Hybrid Administrator Complete Study Guide.* 1st ed., Sybex, 2023.

## Other Materials Required of Students

1. Internet Access to Virtual Labs..

## Equity Based Curriculum

- Methods of Instruction

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

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

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

New learning methods are now available online 24/7. They include text materials, video demonstrations, interactive labs with realistic simulations, and adaptive quizzes that engage students with various learning styles. Distant learners who may not otherwise attend our campus because of the inconvenient commutes, or conflicting schedules would readily consider enrolling in a DE class. The nearby residents who prefer to attend in person also benefit by having access to their course materials when not attending class.

**Accessibility:**

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

**Syllabus:**

**Course Objectives:**

## 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:** Students have convenient 24/7 access to the instructor by using the free email account given to them by Las Positas College at the time of enrollment. They may also use BlackBoard Email and discussion board for direct interaction with each other.

**Student-Student Interaction**

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

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Weekly quizzes are posted on the District Course System to which students have access 24/7 during the semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Using the web based presentation tools, students will be shown demonstrations of the setup, configuration and administration of specific Windows Server features (ex: DFS, VPN, NAP, Active Directory) and also allow them to make changes to these features using the same web collaboration tools. Students shall be graded based on their participation in the demonstrations and their abilities to understand the topics of Windows Server Administration.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** Students will subscribe to Internet sites that provide content-rich simulations, hands-on labs and study guides related to the course outline.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

## 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.**
**Credit-by-Military-JST** ~~No~~ Yes
**Credit-by-Industry-Recognized-Training** Yes

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

~~Active Certification for Exam AZ-801: Configuring Windows Server Hybrid Advanced Services exam, or Microsoft Certified: Windows Server Hybrid Administrator Associate certification, or equivalent given by the Microsoft Corporation. Must be currently active.~~

Microsoft Certified: Windows Server Hybrid Administrator Associate certification ~~can~~ issued ~~also~~ by ~~receive~~ the ~~credit~~ Microsoft ~~for~~ Corporation ~~CNT~~ within ~~55~~ the last 10 years

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000374338

**CB03: TOP Code**

070800 - Computer Infrastructure and Support

**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**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Credit for Prior Learning: CNT 69 - Network Security; CompTIA Security + Certification

**Credit for Prior Learning: CNT 69 - Network Security; CompTIA Security + Certification (Launched)**

compared with

**CNT 69 - Network Security; CompTIA Security + Certification (Active - Implemented 08-17-2024)**

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## Admin Outline for Computer Networking Technology 69
## Network Security; CompTIA Security + Certification

**Effective:** Fall 2024

### Catalog Description:

### CNT 69 - Network Security; CompTIA Security + Certification
### 3.00 Units

The CompTIA Security+ exam will certify the successful candidate has the knowledge and skills required to install and configure systems to secure applications, networks, and devices; perform threat analysis and respond with appropriate mitigation techniques; participate in risk mitigation activities; and operate with an awareness of applicable policies, laws, and regulations. The successful candidate will perform these tasks to support the principles of confidentiality, integrity, and availability. This course provides an introduction to the concepts and practices of secure network design and management using desktop and network operating systems, router and switch operating systems, hardware and software Firewall and VPN technology for wired and wireless systems. The program includes authentication methods and devices, protocol analysis and IP network troubleshooting, strategies for identifying and countering vulnerabilities, network media and topologies in a secure network, intrusion detection and forensic incident response. CompTIA Security+ meets the ISO 17024 standard and is approved by U.S. Department of Defense. Security+ is also compliant with government regulations under the Federal Information Security Management Act (FISMA).
2.5 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- CNT 51
- CNT 52

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |

| | |
|---|---|
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Computer Service Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Evaluate network security risks and responses.

## Course Objectives:

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

A. Discuss basic network security concepts
B. Create a secure network design using methods of authentication
C. Describe and evaluate methods of countering denial-of-service attacks
D. Discuss the methods and techniques of secure remote access
E. Describe how to protect email using PGP and S/MIME
F. Use protocol analyzer software to record and analyze network traffic
G. Explain web-based exploits and malware
H. Discuss how to utilize directory services like LDAP
I. Identify secure network media types
J. Configure Network Address translation
K. Discuss and evaluate operating system vulnerabilities and OS hardening practices
    1. Explain modern cryptography concepts as they relate to network security, such as steganography and PKI certificates
L. Discuss the characteristics of a physically secure network design
M. Describe and evaluate procedures for and the importance of disaster recovery and incident response planning

## Course Content:

**Lecture:**

1. Network Security terminology, purpose and goals
    1. CompTIA Sec+ Exam

    2. Security careers
    3. Terminology
    4. Security goals
2. Objectives for Sec+
    1. Knowledge domains
    2. Test objectives
3. Web security
    1. Internet vulnerabilities
    2. Best practices
    3. Secure web traffic
    4. Email and web server systems
    5. Troubleshooting methods, tools, skills
4. Directory and enterprise services
    1. Active directory
    2. PKI
5. Network fundamentals
    1. OSI model for Sec+
    2. TCP/IP for Sec+
    3. IP addressing for Sec+
    4. Network devices and concepts
    5. Troubleshooting methods, tools, skills
6. Routers switches & servers in a secure network
    1. Routing protocols for Sec+
    2. Switch fabric
    3. Secure networks
    4. Network policy
    5. Troubleshooting methods, tools, skills
7. Firewalls & VPN
    1. ACLs
    2. Firewall design
    3. Remote users
    4. VPN
    5. Access policy
    6. Troubleshooting methods, tools, skills
8. NAT and DMZs
    1. NAT / PAT
    2. Enterprise services planning
    3. DMZs
    4. Troubleshooting methods, tools, skills
9. Cryptography and Steganography
    1. Data hiding
    2. Image encryption
    3. Email crime
    4. Passwords
10. OS Hardening / Whitehat hacking / IDS

    1. Attacker profiles
    2. Attack types
    3. DoS, Malware, MiM
    4. Physical security
    5. Baselining
    6. Best practices
    7. IDS / Whitehat
    8. Methods, tools, skills
11. Disaster Planning / Business continuity / Forensics
    1. Identity management
    2. Change / digital rights management
    3. Incident policy, Security policy
    4. Training and education
    5. Forensic investigation
    6. Methods, tools, skills

**Lab Activities:**

## Methods of Instruction:

1. Lecture
2. Demonstration
3. Research
4. Lab
5. Discussion
6. Assigned reading

## Methods of Evaluation

A. Class Participation
    1. Online or in person discussions weekly
B. Exams/Tests
    1. Final project, once
C. Group Projects
    1. Weekly
D. Lab Activities
    1. Weekly
E. Quizzes
    1. Weekly

## Typical Outside-of-Class Assignments

A. Other:

1. Reading / listening to presentations and readings
    1. Presentations and lectures Example: Lecture on VPN/IPSec
    2. Selected current online readings Example: read Cisco Secure Desktop tutorial, at www.cisco.com
2. Access relevant material and read
    1. Students use search engines to find readings relevant for each module. Example: Find resources describing Man in the Middle attacks, select 3 to read
3. Online flash based training
   Example: Complete Skillsoft training module for CompTIA Sec+ on PKI configuration
4. Write reports
   Example: analyze an example network for security flaws, describe, and provide mitigation strategies

## Textbooks (Typical):

**Textbook:**

1. Lee Brotherston *Defensive Security Handbook: Best Practices for Securing Infrastructure*. 1 ed., O'Reilly Media, 2017.
2. S. Russell Christy, Chuck Easttom *CompTIA Security+ Practice Tests: Exam SY0-501*. first ed., Sybex, 2018.
3. Mike Meyers *Mike Meyers' CompTIA Security+ Certification Guide, Second Edition (Exam SY0-501)*. 2nd Edtion ed., McGraw-Hill Education, 2017.

## Other Materials Required of Students

1. Students require access to a computer connected to the Internet, with word processing and browser software, and an email address.
2. Association of Computing Machinery ACM.org student membership.

## Equity Based Curriculum

- Course Content
- Methods of Instruction
- Assignments
- Methods of Evaluation

## Requisite Validation

## DE Proposal

Delivery Methods

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

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

**Rationale for DE**

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

One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another avenue for our students -- most of whom work full- or part-time-- to access our courses.

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

After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our degree and certificate programs, and agreed that it should be offered as DE.

[Prior note]

Hybrid and DE instruction meet the needs of the students, as expressed in surveys. Especially important is to provide flexibility for disadvantaged, economically impacted students, veterans, working students, women and re-entry students who have sometimes varying and conflicting responsibilities.

**Accessibility:**

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

**Syllabus:**

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Students will be emailed individually at least every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Feedback will be provided on every quiz and exam.

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** 1-3 announcements per week will be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** The instructor will use web conferencing to interact with students on a weekly basis.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** If the course is held partially online, students will come to campus at least once per semester for assessments and/or activities.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** On a weekly basis.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** At least twice during the semester.

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Weekly quizzes and a final project.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** On a weekly basis throughout the semester.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** A minimum of 10 per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** A minimum of 10 per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Weekly group projects and the aforementioned final project.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 160 - Approved

## 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.**

**Credit-by-Military-JST** Yes
**Credit-by-Industry-Recognized-Training** Yes
**Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.**
~~Individuals holding the SECURITY~~ Security + Certification issued by the Computer Technology Industry Association (CompTIA) within the last 10 years ~~will be awarded credit for the APIS 53 or CNT 69 course.~~

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000595120

**CB03: TOP Code**
070810 - Computer Networking

**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**
1 - Program Applicable

**CB25: Course General Education Status**
Y. Not Applicable

**CB26: Course Support Course Status**
N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Credit for Prior Learning: CNT 7401 - Red Hat Linux Administration I

**Credit for Prior Learning: CNT 7401 - Red Hat Linux Administration I (Launched)**
**compared with**
**CNT 7401 - Red Hat Linux Administration I (Active - Implemented 08-17-2024)**

# Admin Outline for Computer Networking Technology 7401
# Red Hat Linux Administration I
**Effective:** Fall 2024

## Catalog Description:

### CNT 7401 - Red Hat Linux Administration I
### 3.00 Units

(Cross Listed with CS 41 )

This course provides hands-on training covering basic installation, management, configuration, documentation and hardware topics for the Linux/UNIX operating system on workstations in a network environment. The course includes comprehensive coverage of topics related to Linux distributions, installation, administration, X-Windows, and networking. This course prepares students for the CompTIA Linux+ Certification Exam. Students may receive credit for CNT 7401 or CS 41, but not both.
2.5 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- CIS 50

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Computer Service Technology, or, Computer Science.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Apply basic shell programming, including text manipulations, file I/O, and typical Linux/UNIX utility programs.
B. Create Linux desktop installation specifications.
C. Develop detailed design specifications for a substantive application, including major subsystems and interfaces.

## Course Objectives:

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

A. Outline the key features, advantages and uses of the Linux/UNIX operating system
B. Install and configure a basic desktop Linux/UNIX OS
C. Explain the differences between the Linux Files systems EXT2, EXT3 and EXT4 and how they compare with NTFS and FAT
D. Identify the default permissions created on files and directories, and apply special file and directory permissions
E. Use basic shell programming, perform text manipulations, and use Linux/UNIX programming tools
F. Describe common types of CPU's, memory, disk drives, system boards, and peripheral devices and how the computer uses UEFI or BIOS to start the computers boot process
G. Outline the major steps necessary to configure boot loaders, dual booting, the init daemon and runlevels
H. Install and use X Windows, window managers, and desktop environments
I. Configure system and network settings
J. Configure TCP-IP for Linux/UNIX/UNIX on LANs
K. Describe and evaluate file sharing options
L. Managing local Users and Groups
M. Monitoring and managing Linux processes
N. Configuring and securing SSH
O. Installing and updating software packages

## Course Content:

**Lecture:**

1. Using Linux
    1. The Shell
    2. Linux Help
    3. Text Editors
    4. Aliases

5. Environment Variables
6. Shell Configuration Files
7. Redirection Files
8. Directories
9. Files
10. Links
11. Filesystem Hierarchy Standard (FHS)
12. Locating and Searching Files

2. Installation and Localization
    1. Linux System Design
    2. Linux Installation
    3. File Systems
        1. EXT2, EXT3, EXT4
        2. Journaling
        3. FAT and NTFS on Linux
    4. Localization
3. Boot and Shutdown
    1. Linux Boot Process
        1. UEFI and BIOS, Overview and Differences
    2. Bootloaders
    3. Systemd
    4. System Services
    5. System Shutdown
4. User Interfaces and Desktops
    1. X Window System
    2. Display Managers
    3. Accessibility
5. Software Installation
    1. Package Managers
    2. Alternate IP Addressing
    3. DHCP Server Configuration
    4. Shared Libraries
6. Users and Groups
    1. User and Group Overview
    2. User Management
    3. Group Management
7. Disk and File System Management
    1. MBR Disk Partitions
    2. GUID Partitions
    3. Logical Volume Manager
    4. File Systems
    5. Mounting File Systems
    6. File System Maintenance
    7. Disk Quotas
    8. Ownership

9. Permissions
10. Special Permissions
11. Archive and Backup

8. Hardware Installation
    1. Device Drivers
    2. Kernel Module Management
    3. Hotplug and Coldplug Devices
9. Processes and System Services
    1. Processes
    2. Process Management
    3. Task Management
    4. Print Management
    5. System Time Configuration
    6. Mail Transfer Agent (MTA)
10. System Monitoring
    1. System Logging
    2. Scripting
    3. Text Stream Processing
11. Networking
    1. IPv4 Overview
    2. Network Interface Configuration
    3. IPv6 Overview
    4. Routing Configuration
    5. Hostname and DNS Configuration
    6. Network Troubleshooting
12. Security
    1. Root Usage
    2. User Security and Restriction
    3. Login Blocking
    4. Network Security
    5. xinetd Super Daemon
    6. OpenSSH
    7. SSH Port Tunneling
    8. Public Key Authentication
    9. Gnu Privacy Guard

**Lab Activities:**

## Methods of Instruction:

1. Demonstration
2. Discussion

3. Lecture
4. Lab

## Methods of Evaluation

A. Class Participation
    1. Students are expected to participate daily
B. Exams/Tests
    1. One midterm exam and one final exam.
C. Home Work
    1. Weekly reading and virtual labs
D. Lab Activities
    1. Weekly in-class labs
E. Quizzes
    1. One weekly quiz

## Typical Outside-of-Class Assignments

A. Other:
    1. Using the common Linux commands. Design and create a directory structure with three levels of subdirectories. Create text files in each directory. Copy fileA to Subdirectory2. Move fileB to Subdirectory 3. Delete Subdirectory1. Append fileA to fileB. Show the instructor for credit.
    2. Common Top Level Directories. Describe the Filesystem Hierarchy Standard (FHS) and the purposes of the conventional directories and files. Use at least two sentences to describe each directory.
    3. Describe and demonstrate the use of the most important configuration files in your system. Be sure to include *aliases, bashrc, crontab, default, fstab, ftp, hosts, inittab, ld.so.conf, modules.conf, passwd* and *profile*.
    4. Configure a server for SSH key based secure authentication and show how you can use ssh to better secure a computer server

## Textbooks (Typical):

**Textbook:**

1. Ted Jordan *CompTIA Linux+ Certification All-in-One Exam Guide: Exam XK0-004*. 1 ed., McGraw-Hill, 2020.
2. William Bo Rothwell *CompTIA Linux+/LPIC-1 Portable Command Guide*. 1 ed., Pearson IT Certification, 2019.
3. Christine Breshnahan *CompTIA Linux+ Powered by Linux Professional Institute Study Guide*. 4 ed., Wiley/Sybex, 2019.
4. Neil Mythe *Red Hat Enterprise Linux Essentials*. First ed., Payload Media, 2019.

## Other Materials Required of Students

1. Students require access to a computer connected to the Internet, with word processing and browser software, and an email address..

## Equity Based Curriculum

- Course Content
- Methods of Instruction
- Assignments
- Methods of Evaluation

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
As the Linux is a distributed operating system, being able to operate on-line partially or completely is a necessity for the student.

**Explain how the decision was made to offer this course in a Distance Education mode.**
One of the goals in our Program Review is to meet the needs of our students through new, relevant courses, degrees, and certificates offered at a distance.
Hybrid and DE instruction meet the needs of the students, as expressed in surveys. Especially important is to provide flexibility for disadvantaged, economically impacted students, veterans, working students, women and re-entry students who have sometimes varying and conflicting responsibilities.
Advisory board recommendations include the increased availability of DE classes for students.

**Accessibility:**

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

**Syllabus:**

**Course Objectives:**

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

- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Daily
- **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:** Daily
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Twice Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Twice Weekly

**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:** Daily

**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:** Weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** One midterm exam and one final exam. One weekly quiz.

## General Education/Transfer

**General Education/Transfer Request**

CSU Transfer

- Transfers to CSU - Approved

## 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.**
**Credit-by-Military-JST** Yes
**Credit-by-Industry-Recognized-Training** Yes
**Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.**
~~Individuals holding the~~ Red Hat Certified System Administrator (RHCSA) Certification issued by Red Hat Inc. within the last 10 years ~~will be awarded credit for the APIS 54 or CS 41 or CNT 7401 course.~~

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000584356

**CB03: TOP Code**
070200 - Computer Information Systems

**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**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Credit for Prior Learning: CNT 7402 - Red Hat Linux Administration II

**Credit for Prior Learning: CNT 7402 - Red Hat Linux Administration II (Launched)**
**compared with**
**CNT 7402 - Red Hat Linux Administration II (Active - Implemented 01-31-2025)**

## Admin Outline for Computer Networking Technology 7402
## Red Hat Linux Administration II
**Effective:** Fall 2025

### Catalog Description:

### CNT 7402 - Red Hat Linux Administration II
### 3.00 Units

(Cross Listed with CS 3 )

This course focuses on the key tasks needed to become a full time Linux Administrator and to validate those skills via the Red Hat Certified System Administrator exam. This course goes deeper into Enterprise Linux administration including filesystems and partitioning, logical volumes, SELinux, fire-walling, BASH script development and troubleshooting. Students may receive credit for CNT 7402 or CS 3, but not both.
2.5 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- CNT 7401

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Computer Service Technology, or, Computer Science.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Automate Linux administrative tasks using BASH scripts.
B. Protect a Linux server using SELINUX.
C. Describe and manage storage devices, logical volumes, and storage layers within a Linux system.

## Course Objectives:

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

A. Automate sequences of commands by writing a simple shell script
B. Set up, in multiple ways, a command or group of commands which will run automatically at some point in time
C. Optimize system performance by selecting a tuning profile managed by the tuned daemon
D. Describe ACLs and file-system mount options, view and interpret ACLs with ls and getfacl, describe the ACL mask and ACL permission precedence, identify where Red Hat Enterprise Linux uses ACLs by default
E. Explain how SELinux protects resources, change the current SELinux mode of a system, set the default SELinux mode of a system
F. Create and modify storage partitions, format them with file systems, and mount them for use
G. Describe logical volume management components and concepts, implement LVM storage, display LVM component information
H. Manage multiple storage layers using Stratis local storage management
I. Identify NFS share information, create a directory to use as a mount point, mount an NFS share using the mount command or by configuring the /etc/fstab file, unmount an NFS share using the umount command, configure an NFS client to use NFSv4 using the new nfsconf tool
J. Describe the Red Hat Enterprise Linux boot process, set the default target used when booting, boot a system to a non-default target
K. Explain the concept of firewalls and accept or reject network connections to system services using firewalld rules
L. Install Red Hat Enterprise Linux on a server

## Course Content:

**Lecture:**

1. Improving Command Line Productivity
    1. Writing simple Bash scripts
    2. Running commands more efficiently with loops
    3. Matching text in command output with regular expressions
2. Scheduling Future Tasks
    1. Scheduling a deferred user job

    2. Scheduling recurring user jobs
    3. Scheduling recurring system jobs
    4. Managing temporary files
3. Tuning System Performance
    1. Adjusting tuning profiles
    2. Influencing process scheduling
4. Controlling Access to Files with ACLs
    1. Interpreting file ACLs
    2. Securing files with ACLs
5. Managing SELinux Security
    1. Changing the SELinux enforcement mode
    2. Controlling SELinux file contexts
    3. Adjusting SELinux policy with Booleans
    4. Investigating and resolving SELinux issues
6. Managing Basic Storage
    1. Adding partitions, file systems, and persistent mounts
    2. Managing swap space
7. Managing Logical Volumes
    1. Creating logical volumes
    2. Extending logical volumes
8. Implementing Advanced Storage Features
    1. Managing layered storage with Stratis
    2. Compressing and deduplicating storage with VDO
9. Accessing Network-Attached Storage
    1. Mounting network-attached storage with NFS
    2. Automounting network-attached storage
10. Controlling the Boot Process
    1. Selecting the boot target
    2. Resetting the root password
    3. Repairing file system issues at boot
11. Managing Network Security
    1. Firewall overview
    2. Managing server firewalls
    3. Controlling SELinux port labeling
12. Installing Red Hat Enterprise Linux
    1. Installing Red Hat Enterprise Linux
    2. Automating installation with Kickstart
    3. Installing and configuring virtual machines

**Lab Activities:**

1. Improving Command Line Productivity
    1. Writing simple Bash scripts
    2. Running commands more efficiently with loops
    3. Matching text in command output with regular expressions
2. Scheduling Future Tasks
    1. Scheduling a deferred user job

    2. Scheduling recurring user jobs
    3. Scheduling recurring system jobs
    4. Managing temporary files
3. Managing SELinux Security
    1. Changing the SELinux enforcement mode
    2. Controlling SELinux file contexts
    3. Adjusting SELinux policy with Booleans
    4. Investigating and resolving SELinux issues
4. Managing Basic Storage
    1. Adding partitions, file systems and persistent mounts
    2. Managing swap space
5. Managing Logical Volumes
    1. Creating logical volumes
    2. Extending logical volumes
6. Controlling the Boot Process
    1. Selecting the boot target
    2. Resetting the root password
    3. Repairing file system issues at boot
7. Managing Network Security
    1. Firewall overview
    2. Managing server firewalls
    3. Controlling SELinux port labeling

## Methods of Instruction:

1. Lecture -
2. Audio-visual Activity -
3. Classroom Activity -
4. Demonstration -
5. Discussion -
6. Lab -
7. Projects -

## Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. Mid-Term and Final Exam
C. Group Projects
    1. Weekly
D. Projects
    1. Weekly
E. Quizzes
    1. Weekly

## Typical Outside-of-Class Assignments

A. Other:
    1. Create a Bash script that can filter and get relevant information from different hosts.
    2. Configure systemd-tmpfiles in order to change how quickly it removes temporary files from /tmp, and also to periodically purge files from another directory.
    3. Apply a specific tuning profile and adjust the scheduling priority of an existing process with high CPU usage.
    4. Set up a collaborative directory for users in two groups, combining the set GID permission and default ACL entries to provide correct access permissions.
    5. Solve an SELinux access denial problem. System administrators are having trouble getting a new web server to deliver content to clients when SELinux is in enforcing mode.
    6. Reset the root password on a system, recover from a misconfiguration, and set the default boot target.

## Textbooks (Typical):

**Textbook:**

1. Sander van Vugt *Red Hat RHCSA 9 Cert Guide: EX200*. 1st ed., Pearson, 2023.
2. Michael Jang, Alessandro Orsaria *RHCSA Red Hat Enterprise Linux 9 Certification Study Guide*. 8th ed., McGraw-Hill, 2023.

**Software:**

1. Red Hat Enterprise Linux. Red Hat, (9/e).

## Other Materials Required of Students

1. Students require access to a computer connected to the Internet, with word processing and browser software, and an email address.

## Equity Based Curriculum

- Methods of Instruction
- Assignments
- Methods of Evaluation
- DE Course Interaction

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
As the Linux is a distributed operating system, being able to operate online (partially or completely) is a necessity for the student.

**Explain how the decision was made to offer this course in a Distance Education mode.**
As the CS 41 prerequisite is also an approved distance education offering, and this is a follow-up course, it only makes sense for both to be offered in a DE environment.

**Accessibility:**

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

**Syllabus:**
**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Weekly. Email will be returned within 24 hours of student submissions.
- **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:** Daily
- **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: Each assignment will be graded and commented on to give the student necessary feedback
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Bi-Weekly (Twice a week)

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly: During office hours and face-to-face instruction
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  **Frequency:** Bi-Weekly (Twice a week)
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** Bi-Weekly (Twice per week) or more.

**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:** Weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  **Frequency:** Daily
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Daily

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Weekly
- **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:** Bi-Weekly (Twice a week)
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Weekly

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

## 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.**

**Credit-by-Military-JST** Yes

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

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

Red Hat Certified System Administrator (RHCSA) Certification issued by Red Hat Inc. within the last 10 years

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000621879

**CB03: TOP Code**
070800 - Computer Infrastructure and Support

**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**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Credit for Prior Learning: CNT 7501 - Ethical Hacking

**Credit for Prior Learning: CNT 7501 - Ethical Hacking (Launched)**
**compared with**
**Course Modification: CNT 7501 - Ethical Hacking (Approved - Implemented 08-15-2027)**

## Admin Outline for Computer Networking Technology 7501 Ethical Hacking

**Effective:** Fall 2027

### Catalog Description:

### CNT 7501 - Ethical Hacking
### 3.00 Units

In this hands-on course, students learn about cybersecurity and the skills necessary to become ethical hackers. Students will be introduced to the concepts, principles, and techniques for attacking and disabling a network; and to the counter-measures used by the cybersecurity specialist. By using the tools of the threat actor (Hacker), students learn to identify and exploit vulnerabilities in network infrastructure. This course covers the industry CEH Examination requirements, including: Understanding operating system security features and weaknesses Implementing strategies to secure and harden various operating systems Exploring common vulnerabilities in web applications Securing and protecting wireless networks Using industry-standard tools to identify and exploit vulnerabilities ethically Understanding the legal and ethical aspects of ethical hacking Practicing skills that are directly applicable to the demands of the cybersecurity industry Practical approach in penetration testing measures and ethical hacking Students will have 24/7 access to remote hands-on labs and real-world simulations ensure practical application of theoretical knowledge.
2.5 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- CIS 66 **or** CNT 52

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Computer Service Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Apply core security principles to assess and improve the security of a network or system.
B. Conduct penetration tests using standard hacking tools in an ethical manner.
C. Iidentify, describe, and defend against various vulnerabilities and threats that can affect a network or system.

## Course Objectives:

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

A. Describe and apply the tools and methods a "hacker" uses to break into a computer or network.
B. Defend a computer and a LAN against a variety of different types of security attacks using a number of hands-on techniques.
C. Practice and use safe techniques on the World Wide Web.
D. Analyze a capture of data transmission, using network analyzers (WireShark, nmap, snort)
E. Interpret data collected by scanning a network with various tools, and identify the legitimate packets.
F. Secure network equipment (computers, switches and routers) both physically and digitally.
G. Identify a network attack and remedy it by using hardware and software intrusion detection systems.

## Course Content:

**Lecture:**

1. Ethical Hacking Overview
    1. Introduction to Ethical Hacking
        1. The Role of Security and Penetration Testers
        2. Penetration-Testing Methodologies
        3. Certification Programs for Network Security Personnel
    2. What You Can Do Legally
        1. Laws of the Land
        2. Is Port Scanning Legal?
        3. Federal Laws
    3. What You Cannot Do Legally
        1. Get It in Writing
        2. Ethical Hacking in a Nutshell

2. TCP/IP Concepts Review
    1. Overview of TCP/IP
        1. The Application Layer
        2. The Transport Layer
        3. The Internet Layer
    2. IP Addressing
        1. Planning IP Address Assignments
        2. IPv6 Addressing
    3. Overview of Numbering Systems
        1. Reviewing the Binary Numbering System
        2. Reviewing the Octal Numbering System
        3. Reviewing the Hexadecimal Numbering System
3. Network and Computer Attacks
    1. Malicious Software (Malware)
        1. Viruses
        2. Macro Viruses
        3. Worms
        4. Trojan Programs
        5. Spywaref. Adware
    2. Protecting Against Malware Attacks
        1. Educating Your Users
    3. Intruder Attacks on Networks and Computers
        1. Denial-of-Service Attacks
        2. Distributed Denial-of-Service Attacks
        3. Buffer Overflow Attacks
        4. Ping of Death Attacks
        5. Session Hijacking
    4. Addressing Physical Security
        1. Keyloggers
        2. Behind Locked Doors
4. Footprinting and Social Engineering
    1. Using Web Tools for Footprinting
        1. Conducting Competitive Intelligence
        2. Analyzing a Company's Web Site
        3. Using Other Footprinting Tools
        4. Using E-mail Addresses
        5. Using HTTP Basics
        6. Other Methods of Gathering Information
    2. Using Domain Name System Zone Transfers
    3. Introduction to Social Engineering
        1. The Art of Shoulder Surfing
        2. The Art of Dumpster Diving
        3. The Art of Piggybacking
        4. Phishing
5. Port Scanning

1. Introduction to Port Scanning
    1. Types of Port Scans
2. Using Port-Scanning Tools
    1. Nmap
    2. Unicornscan
    3. Nessus and OpenVAS
3. Conducting Ping Sweeps
    1. Fping
    2. Hping
    3. Crafting IP Packets
4. Understanding Scripting
    1. Scripting Basics
6. Enumeration
    1. Introduction to Enumeration
    2. Enumerating Windows Operating Systems
        1. NetBIOS Basics
        2. NetBIOS Enumeration Tools
        3. Additional Enumeration Tools
    3. Enumerating the NetWare Operating System
        1. NetWare Enumeration Tools
    4. Enumerating the *nix Operating System
        1. UNIX Enumeration
7. Programming for Security Professionals
    1. Introduction to Computer Programming
        1. Programming Fundamentals
    2. Learning the C Language
        1. Anatomy of a C Program
    3. Understanding HTML Basics
        1. Creating a Web Page with HTML
    4. Understanding Perl
        1. Background on Perl
        2. Understanding the Basics of Per
        3. Understanding the BLT of Perl
    5. Understanding Object-Oriented Programming Concepts
        1. Components of Object-Oriented Programming
        2. An Overview of Ruby
8. Desktop and Server OS Vulnerabilities
    1. Windows OS Vulnerabilities
        1. Windows File Systems
        2. Remote Procedure Call
        3. NetBIOS
        4. Server Message Block
        5. Common Internet File System
        6. Null Sessions
        7. Web Services

8. SQL Server
9. Buffer Overflows
10. Passwords and Authentication

2. Tools for Identifying Vulnerabilities in Windows
    1. Built-in Windows Tools
3. Best Practices for Hardening Windows Systems
    1. Patching Systems
    2. Antivirus Solutions
    3. Enable Logging and Review Logs Regularly
    4. Disable Unused Services and Filtering Ports
    5. Other Security Best Practices
4. Linux OS Vulnerabilities
    1. Samba
    2. Tools for Identifying Linux Vulnerabilities
    3. More Countermeasures Against Linux Attacks

9. Embedded Operating Systems: The Hidden Threat
    1. Introduction to Embedded Operating Systems
    2. Windows and Other Embedded Operating Systems
        1. Other Proprietary Embedded OSs
        2. *Nix Embedded OSs
    3. Vulnerabilities of Embedded OSs
        1. Embedded OSs Are Everywhere
        2. Embedded OSs Are Networked
        3. Embedded OSs Are Difficult to Patch
        4. Embedded OSs Are in Networking Devices
        5. Embedded OSs Are in Network Peripherals
        6. Supervisory Control and Data Acquisition Systems
        7. Cell Phones, Smartphones, and PDAs
        8. Rootkits
        9. Best Practices for Protecting Embedded OSs
10. Hacking Web Servers
    1. Understanding Web Applications
        1. Web Application Components
        2. Using Scripting Languages
        3. Connecting to Databases
    2. Understanding Web Application Vulnerabilities
        1. Application Vulnerabilities and Countermeasures
        2. Assessing Web Applications
    3. Tools for Web Attackers and Security Testers
        1. Web Tools
11. Hacking Wireless Networks
    1. Understanding Wireless Technology
        1. Components of a Wireless Network
    2. Understanding Wireless Network Standards
        1. The 802.11 Standard

        2. An Overview of Wireless Technologies
        3. Additional IEEE 802.11 Projects
    3. Understanding Authentication
        1. The 802.1X Standard
    4. Understanding Wardriving
        1. How It Works
    5. Understanding Wireless Hacking
        1. Tools of the Trade
        2. Countermeasures for Wireless Attacks
12. Cryptography
    1. Understanding Cryptography Basics
        1. History of Cryptography
    2. Understanding Symmetric and Asymmetric Algorithms
        1. Symmetric Algorithms
        2. Asymmetric Algorithms
        3. Digital Signatures
        4. Sensitive Data Encryption
        5. Hashing Algorithms
    3. Understanding Public Key Infrastructure
        1. Components of PKI
    4. Understanding Cryptography Attacks
        1. Birthday Attack
        2. Mathematical Attacks
        3. Brute-Force Attack
        4. Man-in-the-Middle Attack
        5. Dictionary Attack
        6. Replay Attack
        7. Understanding Password Cracking
13. Network Protection Systems
    1. Understanding Routers
        1. Understanding Routing Protocols
        2. Understanding Basic Hardware Routers
        3. Understanding Access Control Lists
    2. Understanding Firewalls
        1. Understanding Firewall Technology
        2. Implementing a Firewall
        3. Understanding the Cisco Adaptive Security Appliance Firewall
        4. Using Configuration and Risk Analysis Tools for Firewalls and Routers
    3. Understanding Intrusion Detection and Prevention Systems
        1. Network-Based and Host-Based IDSs and IPSs
        2. Web Filtering
        3. Security Incident Response Teams
    4. Understanding Honeypots
        1. How Honeypots Work
14. LABS

1. Using Active and Passive Techniques to Enumerate Network Hosts
2. Conducting Active and Passive Reconnaissance Against a Target
3. Using the SYSTEM account
4. Poison Ivy – Remote Access Trojan
5. Using the SHARK Remote Administration Tool
6. Utilizing Malware - Dark Comet
7. Breaking Windows Passwords
8. Using John the Ripper to Crack Linux Passwords
9. Using Spear Phishing to Target an Organization
10. Breaking WEP and WPA Encryption
11. Using Metasploit to Attack a Remote System
12. Using Armitage to Attack the Network
13. Exploitation with IPv6
14. Creating MSFPAYLOADS
15. Abusing SYSTEMS
16. SQL Injection
17. Launching a Buffer Overflow
18. Intrusion Detection19. Using Certificates to Encrypt Email

**Lab Activities:**

1. Use Active and Passive Techniques to Enumerate Network Hosts
2. Conduct Active and Passive Reconnaissance Against a Target
3. Use the SYSTEM account
4. Use the SHARK Remote Administration Tool
5. Utilize Malware - Dark Comet
6. Break Windows Passwords
7. Use John the Ripper to Crack Linux Passwords
8. Use Spear Phishing to Target an Organization
9. Break WEP and WPA Encryption
10. Use Metasploit to Attack a Remote System
11. Use Armitage to Attack the Network
12. Exploit with IPv6
13. Create MSFPAYLOADS
14. Abuse SYSTEMS
15. Launch a Buffer Overflow
16. Use Certificates to Encrypt Email

## Methods of Instruction:

1. Lecture - Students will be introduced to new content through explanations, demonstrations, and modeling.
2. Lab - Students will apply their learning by doing hands-on lab activities.
3. Discussion - Collaborative learning and class discussions will be utilized to increase engagement.

## Methods of Evaluation

A. Exams/Tests
    1. One midterm exam and one final exam
B. Lab Activities
    1. Labs accessible online 24/7
C. Quizzes
    1. One quiz per week
D. A variety of evaluation methods are used to promote equitable outcomes.

## Typical Outside-of-Class Assignments

A. Reading:
    1. Textbook readings and online supporting webpages to inform the student on the tools and methods a "hacker" uses to break into a computer or network.
B. Writing:
    1. Worksheets and Lab Reports to support the lab assignments and document the results of those lab assignments.
C. Research:
    1. Hands-on lab assignments on the shared NETLAB+ remote lab system on how to defend a computer and a LAN against a variety of different types of security attacks.
    2. Troubleshooting non expected outcomes.

## Textbooks (Typical):

**Textbook:**

1. William Panek *CEH Certified Ethical Hacker v13 Study Guide* . 1st ed., Sybex, 2026.
2. CompTIA/Testout *Ethical Hacker Pro*. Current ed., CompTIA/, 2025.
3. Omar Santos, Michael Gregg *CEH Certified Ethical Hacker Cert Guide Premium Edition and Practice Test*. 5th ed., Pearson, 2025.

## Other Materials Required of Students

## Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another avenue for our students, most of them working full- or part-time, to access our courses.

**Explain how the decision was made to offer this course in a Distance Education mode.**
After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our degree and certificate programs, and agreed that it should be offered as DE.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

**Frequency:** Students will be emailed individually at least every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Feedback will be provided on every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** 1-3 announcements per week will be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Weekly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** At least twice during the semester.

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Weekly quizzes/exams, and a comprehensive final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** A minimum of 10 per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** A minimum of 10 per semester.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer
- Transfers to CSU - Approved

C-ID: ITIS 164 - Approved

## 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.**

**Credit-by-Military-JST** Yes

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

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

Certified Ethical Hacker Certification issued by the EC-Council within the last 10 years

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000588427

**CB03: TOP Code**

070800 - Computer Infrastructure and Support

**CIP Code**

11.1003 - Computer and Information Systems Security/Auditing/Information Assurance

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

B - Transferable to CSU only.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Credit for Prior Learning: CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)

**Credit for Prior Learning: CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE) (Launched)**
**compared with**
**CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE) (Active - Implemented 08-15-2025)**

## Admin Outline for Computer Networking Technology 8002
## Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)

**Effective:** Fall 2025

### Catalog Description:

### CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)
### 3.00 Units

This is course 2 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include Switching: how Layer 2 switches forward data; how STP enables redundancy in a Layer 2 network; the operation of dynamic address allocation in IPv6 networks by using SLAAC and DHCPv6; how FHRPs provide default gateway services in a redundant network; how vulnerabilities compromise LAN security; how Wireless LANs enable network connectivity; how routers use information in packets to make forwarding decisions; and troubleshooting static and default route configurations. The hands-on labs include Basic Configuration of devices by using security best practices; Implementing VLANs and trunking in a switched network; Troubleshooting inter-VLAN routing on Layer 3 devices; Troubleshooting EtherChannel on switched links; Implementing DHCPv4 to operate across multiple LANs; Configuring switch security to mitigate LAN attacks; Implementing a WLAN using a wireless router and WLC; configuring and troubleshooting IPv4 and IPv6 floating static routes.
2.5 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- CNT 8001

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |

**Total Student Learning Hours** 162

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Computer Service Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Configure and set-up static routing.
B. Implement VLAN and VLAN routing.

## Course Objectives:

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

A. Configure devices by using security best practices
B. Explain how Layer 2 switches forward data
C. Implement VLANs and trunking in a switched network
D. Troubleshoot inter-VLAN routing on Layer 3 devices
E. Explain how STP enables redundancy in a Layer 2 network
F. Implement DHCPv4 to operate across multiple LANs
G. Implement single-area OSPFv2 in both point-to-point and broadcast multiaccess networks
H. Explain how vulnerabilities, threats, and exploits can be mitigated to enhance network security
I. Implement NAT services on the edge router to provide IPv4 address scalability
J. Implement network management protocols to monitor the network
K. Explain the characteristics of scalable network architectures
L. Troubleshoot enterprise networks

## Course Content:

**Lecture:**

1. Basic Device Configuration
    1. Configure devices by using security best practices.
        1. Configure a Switch with Initial Settings
        2. Configure Switch Ports
        3. Secure Remote Access
        4. Configure Basic Router Settings

5. Verify Directly Connected Networks

2. Switching Concepts
    1. Explain how Layer 2 switches forward data.
        1. Frame Forwarding
        2. Switching Domains
3. VLANs Implement VLANs and trunking in a switched network.
    1. Overview of VLANs
    2. VLANs in a Multi-Switched Environment
    3. VLAN Configuration
    4. VLAN Trunks
    5. Dynamic Trunking Protocol
4. Inter-VLAN Routing  Troubleshoot inter-VLAN routing on Layer 3 devices.
    1. Inter-VLAN Routing Operation
    2. Configure Router-on-a-Stick Inter-VLAN Routing
    3. Inter-VLAN Routing using Multilayer Switches
    4. Inter-VLAN Configuration Issues
5. STP  Explain how STP enables redundancy in a Layer 2 network.
    1. Purpose of STP
    2. STP Operations
    3. Evolution of STP
6. EtherChannel  Troubleshoot EtherChannel on switched links.
    1. EtherChannel Operation
    2. Configure EtherChannel
    3. Verify and Troubleshoot EtherChannel
7. DHCPv4  Implement DHCPv4 to operate across multiple LANs.
    1. DHCPv4 Operation
    2. Configure DHCPv4 Server
    3. Configure DHCPv4 Client
8. SLAAC and DHCPv6 Concepts  Explain the operation of dynamic address allocation in IPv6 networks.
    1. SLAAC and DHCPv6
    2. Configuring DHCPv6
9. FHRP Concepts
   Explain how FHRPs provide default gateway services in a redundant network.
    1. First Hop Redundancy
10. LAN Security Concepts  Explain how vulnerabilities compromise LAN security.
    1. Endpoint Security
    2. Access Control Explain how AAA and 802.1x are used to authenticate LAN endpoints and devices.
    3. Layer 2 Security Threats
       Identify Layer 2 vulnerabilities.
    4. MAC Address Table Attack Explain how a MAC address table attack compromises LAN security.
    5. LAN Attacks Explain how LAN attacks compromises LAN security.
11. Switch Security Configuration  Configure switch security to mitigate LAN attacks.
    1. Implement Port Security
    2. Mitigate VLAN Attacks

3. Mitigate DHCP Attacks
4. Mitigate ARP Attacks
5. Mitigate STP Attacks

12. WLAN Concepts  Explain how WLANs enable network connectivity.
    1. Introduction to Wireless
    2. Components of WLANs
    3. WLAN Operation
    4. CAPWAP Operation
    5. Channel Management
    6. WLAN Threats
    7. Secure WLANs Describe WLAN security mechanisms. Module Topic Objective
13. WLAN Configuration  Implement a WLAN using a wireless router and WLC.
    1. Remote Site WLAN Configuration
    2. WLC Configuration
    3. Troubleshoot WLAN Issues
14. Routing Concepts  Explain how routers use information in packets to make forwarding decisions.
    1. Features of a Router
    2. Forwarding Packets from Source to Destination
    3. Basic Router Settings
    4. IP Routing Table
    5. Dynamic and Static Routing
15. IP Static Routing  Configure IPv4 and IPv6 floating static routes.
    1. Configure IP Static Routes
    2. Configure IP Default Static Routes
    3. Configure Floating Static Routes
    4. Configure Static Host Routes
16. Troubleshoot Static and Default Routes  Explain how to troubleshoot static and default route configurations.
    1. Packet Processing with Static Routes
    2. Troubleshoot IPv4 Static and Default Route Configuration

**Lab Activities:**

1. Compare 2960 and 3560 Switches
2. Configure VLANs, VTP, and DTP
3. Troubleshoot Inter-VLAN Routing
4. Troubleshoot VTP and DTP
5. Configure Layer 3 Switching and inter-VLAN Routing
6. Examine a Redundant Design
7. Configure PVST
8. Configure Rapid PVST
9. Configure EtherChannel
10. Troubleshoot EtherChannel
11. Troubleshoot HSRP
12. Investigate Convergence
13. Compare RIP and EIGRP Path Selection
14. Configure Basic EIGRP with IPv4

15. Investigate DUAL FSM
16. Configure Basic EIGRP with IPv6 Routing
17. Propagate a Default Route in EIGRP for IPv4 and IPv6
18. Troubleshoot EIGRP for IPv4
19. Configure OSPF in a Single Area
20. Configure Multiarea OSPF
21. Determine the DR and BDR
22. Propagate a Default Route in OSPFv2
23. Configure OSPF Advanced Features
24. Troubleshoot Single-Area OSPF
25. Troubleshoot Multiarea OSPF

## Methods of Instruction:

1. Lab - Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
2. Simulations - Use Packet Tracer network simulation software to practice various concepts being learned.

## Methods of Evaluation

A. Exams/Tests
    1. One exam per week
B. Home Work
    1. Reading and viewing demos
C. Lab Activities
    1. Hands-on Labs in class
D. Quizzes
    1. One quiz per week

## Typical Outside-of-Class Assignments

A. Laboratory:
    1. Using two routers, two switches and two computers, configure VLAN20 and VLAN30 to send and receive Ethernet frames to the correct devices.
    2. Using the DHCP4 and DHCP6 features on your router, demonstrate the correct issuance of IP addresses to different computers.

## Textbooks (Typical):

**Textbook:**

1. Todd Lammle *Cisco CCNA Certification, 2 Volume Set: Exam 200-301*. 1st ed., Sybex, 2024.
2. Jeremy McDowell *Acing the CCNA Exam*. 1st ed., Manning Publishers, 2024.
3. Wendell Odom *CCNA 200-301 Official Cert Guide Library*. 2nd ed., Cisco Press (Pearson Education), 2024.

## Other Materials Required of Students

1. Cisco Networking Academy On-line Curriculum. Las Positas College maintains such subscription to Cisco netcad.com..

## Equity Based Curriculum

- Methods of Instruction
- Assignments
- Methods of Evaluation
- Typical Texts

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another avenue for our students -- most of whom work full- or part-time-- to access our courses.

**Explain how the decision was made to offer this course in a Distance Education mode.**
After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our degree and certificate programs, and agreed that it should be offered as DE.

**Accessibility:**

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

**Syllabus:**

**Course Objectives:**

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

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Students will be emailed individually at least every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Feedback will be provided on every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** 1-3 announcements per week will be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** The instructor will use web conferencing to interact with students on a weekly basis.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** If the course is held partially online, students will come to campus at least once per semester for assessments and/or activities.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** On a weekly basis.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** At least twice during the semester.

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** 1 quiz and exam per week, and a comprehensive final examination.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** On a weekly basis throughout the semester.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** A minimum of 10 per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** A minimum of 10 per semester.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 151 - Approved

## 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.**
**Credit-by-Military-JST** ~~No~~ Yes
**Credit-by-Industry-Recognized-Training** Yes
**Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.**
~~Cisco Exam 200- 301, or~~ Cisco Certified Network Associate (CCNA) certification issued by Cisco Systems, Inc. ~~Must~~ within ~~be~~ the ~~currently~~ last ~~active.~~ 10 ~~Can also receive credit for CNT 8002 and CNT 8003~~ years .

## Codes and Dates

**Course CB Codes**
**CB00: State ID**
CCC000584319
**CB03: TOP Code**
070800 - Computer Infrastructure and Support
**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**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Credit for Prior Learning: CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)

**Credit for Prior Learning: CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) (Launched)**
**compared with**
**CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) (Active - Implemented 08-15-2025)**

## Admin Outline for Computer Networking Technology 8003
## Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)

**Effective:** Fall 2025

### Catalog Description:

### CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)
### 3.00 Units

This is course 3 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include the operation of single-area OSPFv2 in both point-to-point and broadcast multi-access networks; vulnerabilities, threats, and exploits and how they can be mitigated to enhance network security; ACLs operation as part of a network security policy; WAN access technologies used to satisfy business requirements; VPNs and IPsec and their use to secure site-to-site and remote access connectivity; networking devices implementing QoS; Network Design and characteristics of scalable network architectures; network automation enabled through RESTful APIs and configuration management tools; purpose and characteristics of network virtualization. The hands-on labs include the implementation of single-area OSPFv2 in both point-to-point and broadcast multi-access networks; IPv4 ACLs to filter traffic and secure administrative access; NAT services on the edge router to provide IPv4 address scalability; network management protocols to monitor the network; and Troubleshooting LANs and enterprise networks.
2.5 Units Lecture 0.5 Units Lab

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Computer Service Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Design and secure enterprise networks.
B. Operate and troubleshoot enterprise networks.
C. Use wide area network (WAN) technologies, quality of service (QoS) mechanisms, and software-defined networking (SDN) concepts.

## Course Objectives:

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

A. Configure and troubleshoot routers in a complex routed IPv4 or IPv6 network using single-area OSPFV2
B. Manage Cisco IOS® Software licensing and configuration files
C. Explain how vulnerabilities, threats, and exploits can be mitigated to enhance network security.
D. Explain how ACLs are used as part of a network security policy
E. Implement IPv4 ACLs to filter traffic and secure administrative access.
F. Implement NAT services on the edge router to provide IPv4 address scalability.
G. Explain how WAN access technologies can be used to satisfy business requirements.
H. Explain how networking devices implement QoS.

## Course Content:

**Lecture:**

1. Single-Area OSPFv2 Concepts
    1. OSPF Features and Characteristics: Describe basic OSPF features and characteristics.
    2. OSPF Packets: Describe the OSPF packet types used in single-area OSPF.
    3. OSPF Operation: Explain how single-area OSPF operates.
2. Single-Area OSPFv2 Configuration
    1. OSPF Router ID: Configure an OSPFv2 router ID.
    2. Point-to-Point OSPF Networks: Configure single-area OSPFv2 in a point-to-point network.
    3. Multiaccess OSPF Networks: Configure the OSPF interface priority to influence the DR/BDR election in a multiaccess network.
    4. Modify Single-Area OSPFv2: Implement modifications to change the operation of single-area OSPFv2.
    5. Default Route Propagation: Configure OSPF to propagate a default route.

6. Verify Single-Area OSPFv2: Verify a single-area OSPFv2 implementation.

3. Network Security Concepts
    1. Current State of Cybersecurity: Describe the current state of cybersecurity and vectors of data loss.
    2. Threat Actors: Describe the threat actors who exploit networks.
    3. Threat Actor Tools: Describe tools used by threat actors to exploit networks.
    4. Malware: Describe malware types.
    5. Common Network Attacks: Describe common network attacks.
    6. IP Vulnerabilities and Threats: Explain how IP vulnerabilities are exploited by threat actors.
    7. TCP and UDP Vulnerabilities: Explain how TCP and UDP vulnerabilities are exploited by threat actors.
    8. IP Services: Explain how IP services are exploited by threat actors.
    9. Network Security Best Practices: Describe best practices for protecting a network.
    10. Cryptography: Describe common cryptographic processes used to protect data in transit.
4. ACL Concepts
    1. Purpose of ACLs: Explain how ACLs are used as part of a network security policy.
    2. Wildcard Masks in ACLs: Explain how ACLs use wildcard masks.
    3. Guidelines for ACL Creation: Explain how to create ACLs.
    4. Types of IPv4 ACLs: Compare standard and extended IPv4 ACLs.
5. ACLs for IPv4 Configuration
    1. Configure Standard IPv4 ACLs: Configure standard IPv4 ACLs to filter traffic to meet networking requirements.
    2. Modify IPv4 ACLs: Use sequence numbers to edit existing standard IPv4 ACLs.
    3. Secure VTY Ports with a Standard IPv4 ACL: Configure a standard ACL to secure vty access.
    4. Structure of an Extended IPv4 ACL: Explain the structure of an extended access control entry (ACE).
    5. Configure Extended IPv4 ACLs: Configure extended IPv4 ACLs to filter traffic according to networking requirements.
6. NAT for IPv4
    1. NAT Characteristics: Explain the purpose and function of NAT.
    2. Types of NAT: Explain the operation of different types of NAT.
    3. NAT Advantages: Describe the advantages and disadvantages of NAT.
    4. Configure Static NAT: Configure static NAT using the CLI.
    5. Configure Dynamic NAT: Configure dynamic NAT using the CLI.
    6. Configure PAT: Configure PAT using the CLI.
    7. NAT and IPv6: Describe NAT for IPv6.
7. WAN Concepts
    1. Purpose of WANs: Explain the purpose of a WAN.
    2. WAN Operations: Explain how WANs operate.
    3. Private WAN Infrastructures Compare private WAN technologies.
    4. Public WAN Infrastructure: Compare public WAN technologies.
    5. Selecting WAN Services: Describe the appropriate WAN protocol and service for a specific network requirement.
    6. Serial Communications: Explain the fundamentals of point-to-point serial communication across a WAN.

7. Broadband Connections Compare remote access broadband connection options for small to medium-sized businesses.
8. VPN and IPsec Concepts
    1. VPN Technology: Describe benefits of VPN technology.
    2. Types of VPNs: Describe different types of VPNs
    3. IPsec: Explain how the IPsec framework is used to secure network traffic.
9. QoS Concepts
    1. Network Transmission Quality: Explain how network transmission characteristics impact quality.
    2. Traffic Characteristics: Describe minimum network requirements for voice, video, and data traffic.
    3. Queuing Algorithms: Describe the queuing algorithms used by networking devices.
    4. QoS Models: Describe the different QoS models.
    5. QoS Implementation Techniques: Explain how QoS uses mechanisms to ensure transmission quality.
10. Network Management
    1. Device Discovery with CDP: Use CDP to map a network topology.
    2. Device Discovery with LLDP: Use CDP to map a network topology.
    3. NTP: Implement NTP between an NTP client and NTP server.
    4. SNMP Operation: Explain how SNMP operates.
    5. Syslog Operation: Explain syslog operation.
    6. Router and Switch File Maintenance: Use commands to back up and restore an IOS configuration file.
    7. IOS Image Management: Perform an upgrade an IOS system image.
11. Network Design
    1. Converged Networks: Explain how data, voice, and video are converged in a switched network.
    2. Switched Networks: Describe a switched network in a small to medium-sized business.
    3. Cisco Validated Designs: Describe hierarchical small business network designs.
    4. Scalable Networks: Explain considerations for designing a scalable network.
    5. Switch Hardware: Explain how switch hardware features support network requirements.
    6. Router Hardware: Describe the types of routers available for small to-medium-sized business networks.
12. Network Troubleshooting
    1. Network Documentation: Explain how network documentation is developed and used to troubleshoot network issues.
    2. Troubleshooting Process: Describe the general troubleshooting process.
    3. Isolate the Issue Using Layered Models: Compare troubleshooting methods that use a systematic, layered approach.
    4. Troubleshooting Tools: Describe different networking troubleshooting tools.
    5. Symptoms and Causes of Network Problems: Determine the symptoms and causes of network problems using a layered model.
    6. Troubleshooting IP Connectivity: Troubleshoot a network using the layered model.
13. Network Virtualization
    1. Cloud Computing: Explain the importance of cloud computing.
    2. Virtualization: Explain the importance of virtualization.
    3. Virtual Network Infrastructure: Describe the virtualization of network devices and services.
    4. Software-Defined Networking: Describe software-defined networking.

5. Controllers: Describe controllers used in network programming.

14. Network Automation
    1. Automation Overview: Describe automation.
    2. Data Formats: Compare JSON, YAML, and XML data formats.
    3. APIs: Explain how APIs enable computer to computer communications.
    4. REST: Explain how REST enables computer to computer communications.
    5. Configuration Management: Compare the configuration management tools Puppet, Chef, Ansible, and SaltStack
    6. IBN and Cisco DNA Center: Explain how Cisco DNA center enables intent-based networking.

**Lab Activities:**

1. Configure Numbered Standard IPv4 ACLs
2. Configure Named Standard IPv4 ACLs
3. Configure and Modify Standard IPv4 ACLs
4. Configure Extended IPv4 ACLs
5. Configure and Verify Extended IPv4 ACLs – Physical Mode
6. Investigate NAT Operations
7. Configure Static NAT
8. Configure Dynamic NAT
9. Configure PAT
10. Configure NAT for IPv4
11. Use CDP to Map a Network
12. Use LLDP to Map a Network
13. Configure and Verify NTP
14. Back Up Configuration Files
15. Use TFTP and Flash to Manage Configuration Files – Physical Mode
16. Research and Execute Password Recovery Procedures – Physical Mode
17. Use a TFTP Server to Upgrade a Cisco IOS Image
18. Configure CDP, LLDP, and NTP
19. Troubleshoot Enterprise Networks
20. Explore DNS Traffic
21. Configure NAT for IPv4
22. Research Broadband Internet Access Technologies
23. Research Network Monitoring Software
24. Use Tera Term to Manage Router Configuration Files
25. Use TFTP, Flash, and USB to Manage Configuration Files
26. Research Password Recovery Procedures
27. Configure CDP, LLDP, and NTP
28. Install Linux in a Virtual Machine and Explore the GUI

## Methods of Instruction:

1. Lab - Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
2. Simulations - Use Packet Tracer network simulation software to practice various concepts being learned.

## Methods of Evaluation

A. Exams/Tests
    1. One exam per week
B. Lab Activities
    1. Hands-on Labs in class
C. Quizzes
    1. One quiz per week

## Typical Outside-of-Class Assignments

A. Laboratory:
    1. Sing the CDP protocol. map a network topology showing nearby routers.
    2. Write a paragraph explaining the benefits and the operation of a VPN using IPsec protocol for secure connections. Include other required protocols.
    3. Set up a static NAT on a LAN and demonstrate the correct address translation of packets as the leave and enter the router.

## Textbooks (Typical):

**Textbook:**

1. Wendell Odom *CCNA 200-301 Official Cert Guide Library*. 2nd ed., Cisco Press (Pearson Education), 2024.
2. Jeremy McDowell *Acing the CCNA Exam*. 1st ed., Manning Publishers, 2024.
3. Todd Lammle *Cisco CCNA Certification, 2 Volume Set: Exam 200-301*. 1st ed., Sybex, 2024.

## Other Materials Required of Students

## Equity Based Curriculum

- Assignments

## Requisite Validation

## DE Proposal

Delivery Methods

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

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

**Rationale for DE**

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

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

The decision to offer this course in a DE mode was made after collecting feedback from students.
Hybrid and DE instruction meet the needs of the students, as expressed in surveys. Especially important is to provide flexibility for disadvantaged, economically impacted students, veterans, working students, women and re-entry students who have sometimes varying and conflicting responsibilities.

**Accessibility:**

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

**Syllabus:**
**Course Objectives:**

## 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:** The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Announcements will be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** The instructor will use Video / Audio webconferencing to interact with students in real-time, over the Internet and with an audio connection. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.

**Student-Student Interaction**

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

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

**Frequency:** Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be “open-book”, but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting. A typical exam question is "Explain the difference between RIPv1 and RIPv2"

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 150 - Approved

## 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.**
**Credit-by-Military-JST** ~~No~~ Yes
**Credit-by-Industry-Recognized-Training** Yes
**Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.**
Cisco Certified Network Associate (CCNA) certification issued by Cisco Systems, Inc. within the last 10 years.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000588425

**CB03: TOP Code**
070800 - Computer Infrastructure and Support

**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**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: CS 4 - Introduction to Artificial Intelligence

**Course Modification: CS 4 - Introduction to Artificial Intelligence (Launched)**
**compared with**
**CS 4 - Introduction to Artificial Intelligence (Active - Implemented 08-15-2025)**

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## Admin Outline for Computer Science 4
## Introduction to Artificial Intelligence
**Effective:** Fall ~~2025~~ 2027

### Catalog Description:

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### CS 4 - Introduction to Artificial Intelligence
### 3.00 Units

An introduction to artificial intelligence (AI) and modern AI programming libraries. Basic discrete mathematics and statistics. Problem solving using uninformed, informed, local, and adversarial search algorithms. Knowledge representation, inference, and reasoning using propositional and first-order logic. Quantifying and reasoning about uncertainty with Bayesian networks and Markov decision processes. Ethical considerations of artificial intelligence.
2.5 Units Lecture 0.5 Units Lab

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

- CS 1 **or** CS 7

**Recommended Course Preparation:**

- ~~CS 7~~
- STAT C1000

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

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Optional

**Justification for course proposal**

## Discipline:

Computer Science.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Analyze ~~Formulate~~ the effectiveness, limitations, and societal impacts of an artificial intelligence system.
B. Develop and evaluate an artificial intelligence solution using appropriate ~~model~~ algorithms, ~~for~~ tools, and techniques.
C. Formulate a well-defined problem ~~by~~ and ~~defining~~ select ~~states~~ an appropriate artificial intelligence approach for its solution.
D. Critically analyze an AI application for safety , ~~actions~~ equity , ~~a transition model~~ fairness , and ~~goal~~ ethical ~~testing~~ concerns .

## Course Objectives:

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

A. Formulate an appropriate model for a well-defined problem by defining states, actions, a transition model, and goal testing.
B. Explain artificial intelligence and how an agent can be considered intelligent and rational.
C. Design and implement problem-solving agents to solve search problems using appropriate search algorithms.
D. Develop and implement admissible and consistent heuristic functions for a search problem.
E. Design and implement knowledge-based agents that utilize propositional/first-order logic to infer and prove facts about the environment of the agent.
F. Design and implement decision-theoretic agents that select rational actions for a problem containing uncertainty.
G. Discuss the underlying ethical issues in developing artificial intelligence.

## Course Content:

**Lecture:**

1. Intelligent agents
    1. Rationality
    2. Task environments
    3. Agent structure
2. Mathematical foundations
    1. Sets
    2. Functions

    3. Recursion
    4. Graphs
    5. Trees
    6. Statistics
3. Search in simple environments
    1. Formulating a well-defined problem
        1. States
        2. Actions
        3. Transition model
        4. Goal testing
    2. Uninformed graph algorithms
        1. Best-first search
        2. Breadth-first search
        3. Uniform-cost search
        4. Depth-first search
        5. Iterative deepening search
    3. Informed graph algorithms
        1. Heuristic functions
        2. Greedy best-first search
        3. A* search
4. Search in complex environments
    1. Hill-climbing search
    2. Simulated annealing
    3. Local beam search
    4. Genetic algorithms
5. Adversarial search in games
    1. Game theory
    2. Minimax algorithm
    3. Alpha-beta pruning
    4. Monte Carlo tree search
    5. Stochastic games
6. Logical agents
    1. Propositional logic
        1. Propositional theorem proving
        2. WalkSAT
    2. First-order logic
        1. Forward chaining
        2. Resolution theorem proving
    3. Knowledge engineering
7. Probabilistic reasoning
    1. Probabilistic inference
    2. Naïve Bayes models
    3. Bayesian networks
    4. Markov decision process
        1. Value iteration

2. Policy iteration

8. Ethics of artificial intelligence

**Lab Activities:**

Application of problem-solving and algorithm selection and implementation techniques to develop AI applications.

Labs will cover these AI algorithms:

1. Best-first search
2. Iterative deepening search
3. Depth-first search
4. Uniform-cost search
5. Breadth-first search
6. A* search
7. Greedy best-first search
8. Heuristic functions
9. Hill-climbing search
10. Simulated annealing
11. Local beam search
12. Genetic algorithms
13. Adversarial search in games
14. Minimax algorithm
15. Alpha-beta pruning

16. Monte Carlo tree search
17. Stochastic games
18. Logical agents
19. Naïve Bayes models
20. Bayesian networks
21. Markov decision process

## Methods of Instruction:

1. Audio-visual Activity -
2. Classroom Activity -
3. Demonstration -
4. Discussion -
5. Lecture -
6. Projects -
7. Written Exercises -
8. Intructors will present information in multiple ways to meet the needs of diverse learners.

## Methods of Evaluation

A. Class Participation
    1. Students should be expected to participate in their learning environment, both during and outside of class hours. Participation can be graded weekly or bi-weekly.
B. Exams/Tests
    1. There should be at least two exams that each cover one half of the course content.
C. Home Work
    1. Homework assignments should be given on a weekly or bi-weekly basis. This should include written work and programming assignments.
D. Projects
    1. A semester project should be incorporated that allows students to apply the majority of the course content.

## Typical Outside-of-Class Assignments

A. ~~Other~~ Project :
    1. Give a PEAS description for different task environments, such as playing soccer or shopping.
    2. Assume you are navigating a robot in a maze. Formulate the problem with a PEAS description, determine the state space, and perform both breadth-first search and depth-first search to find a path out of the maze. Implement this solution using Python.
    3. Implement and test hill-climbing search in Python to solve the traveling salesperson problem.

4. For a game tree that is two moves deep, perform alpha-beta pruning and determine the minimax value of the root max node. How many nodes were pruned compared to the minimax algorithm?
5. For a 2-CNF propositional expression, prove using resolution that it entails a given knowledge base.
6. Model a simple, probabilistic grid environment in Python. Create an agent that uses policy iteration to find an optimal policy for a given start state.

## Textbooks (Typical):

**Textbook:**

1. Rushal Hurbans *Grokking Artificial Intelligence Algorithms.* ~~1~~ 2 ed., Manning Publications Co, ~~2020~~ 2026 .
2. Perry Xiao *Artificial Intelligence Programming with Python: From Zero to Hero.* 1 ed., Wiley, 2022.
3. Stuart Russell, Peter Norvig *Artificial Intelligence: A Modern Approach.* 4 ed., Pearson, 2020.
4. Alberto Artasanchez, Prateek Joshi *Artificial Intelligence with Python.* 2 ed., Packt, 2020.

## Other Materials Required of Students

1. Access to a computer with an active Internet connection.

## Equity Based Curriculum

- ~~Course Content~~
- - Methods of Instruction
- ~~Assignments~~
- Methods Typical of Texts
- - DE Course Interaction Evaluation

## Requisite Validation

A. CS 1

Content Review

Required

- ~~Interpret and apply C++ control structures for sequencing, selection and iteration.~~
- ~~Interpret and implement programmer-defined functions in C++.~~
- ~~Create and interpret expressions involving arithmetic and logical operators;~~
- Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
- Choose appropriate conditional and iteration constructs for a given programming task.
- Modify and expand short programs that use standard conditional and iterative control structures and functions.
- Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.

~~Recommended~~

- ~~Design, create~~ Create and ~~compile~~ interpret expressions involving arithmetic and logical operators;
- Interpret and implement programmer-defined functions in C++.

- Interpret and apply C++ ~~programs~~ control ~~within~~ structures ~~multiple~~ for ~~development~~ sequencing, ~~environments~~ selection and ~~operating systems, including the use of command-line tools in Unix/Linux~~ iteration .

Recommended

- Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
- Discuss and apply the concept of algorithms in problem-solving processes.
- Describe, interpret and apply the mechanics of parameter passing.
- Analyze and explain the behavior of simple programs .
- Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux .

Not Necessary Skills

- Develop a complex C++ project comprised of source and header files with multiple compilation steps
- Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.
- Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.
- Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
- Describe and apply effective debugging strategies.
- Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.

B. CS 7

Content Review

Required

- Design simple algorithms to solve a variety programming problems.
- Explain what an algorithm is and its importance in computer programming.

Recommended

- Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.
- Describe the principles of structured and object-oriented programming and be able to describe, design, implement, and test structured and object-oriented programs using currently accepted methodology.
- Analyze and investigate program behavior to effectively alter or debug existing code.
- Design and implement specific program steps and components to achieve desired program behavior.

Not Necessary Skills

- Describe the software development life-cycle.
- Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.
- Design and implement simple graphical and command line user interfaces implementing the students algorithms.

## DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**
- **Emergency Fully Online (EFO)**

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

Rationale for DE

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

~~Artificial intelligence is a combination of theory and application. While the theory portion should be handled synchronously with the instructor, the application programming aspect can be done online.~~

Offering this course in DE mode is important to make the course accessible to as wide a range of students as possible.

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

As computers and Internet access become ubiquitous, in conjunction with the rise of telecommunication technology, it seems natural to offer this course in a DE mode. Additionally, it offers students more flexibility.

**Accessibility:**

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

**Syllabus:**

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 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:** Daily
- **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:** Bi-weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** Daily/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:** Daily/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:** Weekly/Bi-weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Daily
- **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:** Weekly/Bi-weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** At least 2 spread across the semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

**Frequency:** Weekly

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Weekly/Bi-weekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** Weekly

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000621880

**CB03: TOP Code**
079900 - Other Information Technology

**CIP Code**

11.0899 - Computer Software and Media Applications, Other

**CB04: Credit Status**
D - Credit - Degree Applicable

**CB05: Transfer Status**
B - Transferable to CSU only.

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
C - Clearly Occupational

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

**CB11: Course Classification Status**

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

**CB21: Course Prior to College**
Y - Not applicable

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

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Credit for Prior Learning: CS 7 - Introduction to Computer Programming Concepts

**Credit for Prior Learning: CS 7 - Introduction to Computer Programming Concepts (Launched)**
compared with
**Course Modification: CS 7 - Introduction to Computer Programming Concepts (Approved - Implemented 08-15-2027)**

## Admin Outline for Computer Science 7
## Introduction to Computer Programming Concepts

**Effective:** Fall 2027

### Catalog Description:

### CS 7 - Introduction to Computer Programming Concepts
### 3.00 Units

An introductory course in computer programming concepts and fundamental coding skills using object-oriented languages like Python. Material includes problem-solving techniques, design of algorithms, and common programming constructs such as variables, expressions, input/output, decision-making, loops and arrays.

2.5 Units Lecture 0.5 Units Lab

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Computer Science.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Analyze, debug, and modify code effectively
B. Design algorithms to solve programming problems
C. explain and implement programmer-defined functions in Python.

## Course Objectives:

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

A. Design simple algorithms to solve a variety programming problems.
B. Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.
C. Describe the software development life-cycle.
D. Describe the principles of structured and object-oriented programming and be able to describe, design, implement, and test structured and object-oriented programs using currently accepted methodology.
E. Explain what an algorithm is and its importance in computer programming.
F. Analyze and investigate program behavior to effectively alter or debug existing code.
G. Design and implement specific program steps and components to achieve desired program behavior.
H. Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.
I. Design and implement simple graphical and command line user interfaces implementing the students algorithms.

## Course Content:

**Lecture:**

1. Computer Systems
    1. System overview
    2. Distinction between hardware and software
2. Programming Concepts
    1. History of Computation and programming languages
    2. Types and purposes of programming languages, including procedural versus object-oriented programming
        1. Survey of current languages
3. Program Development
    1. Programming design tools and programming environments
    2. Documentation
    3. Software life-cycle including design, development, styles, documentation, testing and maintenance
    4. Principles of testing and designing test data

5. Incorporation of scaffolded learning activities and guided examples to support students with varied programming backgrounds
6. Use of multiple solution approaches and problem-solving strategies to promote flexible and inclusive learning
7. Opportunities for students to demonstrate understanding through varied forms of program development, testing, and analysis

4. Programming Language Concepts and Syntax
    1. Data types, variables and expressions
    2. Developing algorithms and program steps for sequential processing
    3. Coding conventions
    4. Arithmetic expressions
    5. Boolean expressions
    6. Control structures
        1. Selective structures, such as **if** and **switch**
        2. Repetitive structures (loops)
    7. Arrays and lists
        1. Declaring, allocating and accessing arrays
        2. Multiple-subscripted (multi-dimensional) arrays
        3. Ordered collection object type: List
        4. Unordered Key-value paired collection object type: Dictionary
        5. Ordered collections of arbitrary objects : Tuple
    8. Error handling
    9. File I/O, including file streams and sequential access
    10. Modular code using functions/methods

**Lab Activities:**

1. Tools and Procedures
    1. Hands-on practice creating, running, and debugging Python programs using standard development environments (IDEs, Jupyter notebooks, and command line tools). Activities include working with single-file and multi-file programs, managing project files, and using debugging tools. Lab delivery supports in-person, remote, and hybrid formats to accommodate diverse learning needs and access.
2. History and Background
    1. Practical exploration of the evolution of programming languages with emphasis on Python's role in modern computing. Activities compare different programming paradigms at a high level, with primary focus on procedural programming through small programs and guided discussions. Labs include reflection on how programming concepts and tools impact society, industry, and diverse communities.
3. Problem Solving and Algorithms
    1. Application of problem-solving and algorithm design techniques to develop, implement, and debug Python programs is emphasized throughout the laboratory experience. Activities focus on stepwise problem decomposition, the development and tracing of algorithms, and the translation of algorithmic solutions into executable code. Students engage in identifying and correcting logical and runtime errors, exploring multiple solution approaches to the same problem, and evaluating the effectiveness of different strategies. Introductory consideration of

algorithm efficiency is incorporated through simple comparisons, supporting the development of analytical thinking and foundational programming skills.

4. Data Representation and Object Model
    1. Hands-on exploration of how Python stores and manipulates data during program execution, focusing on the relationship between variables and the values they reference. Lab activities emphasize the behavior of mutable and immutable data types, basic reference behavior, and how data is passed into functions. Students observe how modifications to variables and data structures affect program outcomes, reinforcing correct use of variables, lists, and functions within Python programs.

## Methods of Instruction:

1. Lab
2. Projects
3. Lecture
4. Discussion
5. Classroom Activity
6. Demonstration - Hands-on programming assignments that require students to design, implement, and debug Python programs using fundamental programming constructs, including variables, data types, control structures, lists and other built-in data collections, functions, file input and output, and basic error handling.

## Methods of Evaluation

A. Class Work
    1. Written and/or interactive exercises during the presentation of each chapter's materials during class

B. Exams/Tests
    1. Mid-term and Final Exams at least twice per semester (mid-term and end of term)

C. Projects
    1. Programming Projects testing the students retention of lecture and lab materials after each chapter is completed during class.

D. Quizzes
    1. Quizzes for each chapter of the text will be given when that chapter's materials are completed in class.

## Typical Outside-of-Class Assignments

A. Project:
    1. Using a loop and arithmetic expressions, get numerical data from user input and report typical descriptive statistics for that data (e.g., maximum and minimum values, mean, median, frequency of different values).
    2. Write a program to simulate the playing of a simple card game, using arrays/lists to represent a card deck and players' hands.
    3. Create a program to read sequential data from a text file representing students and associated information about each student, providing the user an interface for querying, inserting and

editing records.
4. Create a program to present to the user a simple GUI window asking them for simple input and then, after pressing a button in the UI, manipulate that user input into a measurable result.

## Textbooks (Typical):

**Textbook:**

1. Allen B. Downey *Think Python: How to Think Like a Computer Scientist*. 3rd ed., O'Reilly, 2024.
2. Tony Gaddis *Starting Out in Python*. 6th ed., Addison-Wesley, 2024.
3. John Zelle *Python Programming: An Introduction to Computer Science*. 3rd ed., Franklin, Beedle & Associates Inc., 2017.

## Other Materials Required of Students

1. It is recommended that students have a portable data-storage device (i.e. USB drive) or maintain an active cloud-storage account to facilitate saving and transfer of their work..

## Equity Based Curriculum

- Course Content

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
The existing CS7 course is approved for DE, and has typically been offered as a hybrid.

**Explain how the decision was made to offer this course in a Distance Education mode.**
The primary audience for CS7 includes a mixture of traditionally aged, full-time students and older/continuing students, and offering a DE or hybrid option is important to make the course accessible to as wide a range of students as possible.

**Accessibility:**

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.

- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** The instructor will regularly contact students through an all-class email list, and will be readily accessible for questions and help by email at the discretion of the instructor.
- **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:** When offered in DE format, the course will have an ongoing discussion board as a component of student activities and instructor-student interaction on a weekly basis.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** The instructor will post electronic announcements in a consistent location on a weekly basis.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** The instructor will make web conferencing available as a means of participating in online office hours at the discretion of the instructor.
- **Other:**
  **Frequency:** The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course at the discretion of the instructor.

**Student-Student Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Students will be expected to engage in active participation on the course discussion board, including providing responses to other students' contributions and providing peer assistance with questions on content and code debugging, as they are able at the discretion of the instructor.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** As appropriate for particular assignments, students will complete programming tasks in small teams, using online tools (e.g., group chats, screensharing, multi-person virtual phone calls) to facilitate their work as needed at the discretion of the instructor.
- **Other:**
  **Frequency:** Students will be able to post examples of their own work, including code, to the course discussion forum or other online environment a the discretion of the instructor.

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Assessments in the course will include quizzes for each chapter and exams that students complete asynchronously and online at least two times per semester.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** Online materials in the course will include structured practice quizzes or other tools that are repeatable and give students immediate feedback at least two times per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course on a weekly basis.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** Online materials in the course will include websites and other electronic platforms that allow students to write code and see its effect immediately in a specific environment at the discretion of the instructor.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: COMP 112 - Approved

## 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.**

**Credit-by-Military-JST** Yes

**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.**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000612117

**CB03: TOP Code**

070600 - Computer Science (Transfer)

**CIP Code**

11.0701 - Computer Science

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

A - Transferable to both UC and CSU.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

E - Non-Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Credit for Prior Learning: FST 7 - Fire Service Conditioning & Physical Agility Development

**Credit for Prior Learning: FST 7 - Fire Service Conditioning & Physical Agility Development (Launched)**
compared with
**FST 7 - Fire Service Conditioning & Physical Agility Development (Active - Implemented 08-15-2026)**

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## Admin Outline for Fire Service Technology 7
## Fire Service Conditioning & Physical Agility Development

**Effective:** Fall 2026

### Catalog Description:

### FST 7 - Fire Service Conditioning & Physical Agility Development
### 1.00 Units

This course is an introduction to the components of physical fitness development and conditioning, with an emphasis in preparing students for the physical agility performance and testing standards required of "Emergency First Responder" Candidates entering into Police or Fire Academies. Students will be presented instruction on proper warm-up and stretching techniques, how to maintain and develop the components of fitness through increased muscular strength and muscular endurance, cardiovascular endurance and recovery, and increased flexibility and balance. Students will be introduced to Circuit Training and will also receive skills instruction on various testing parameters of the Nationally approved and recognized Certified Physical Agility Test (CPAT). Students will additionally receive instruction on various "Tools of the Trade" (i.e., Ladders, Fire Hose, SCBA) for developing proper skills in handling, lifting and carrying techniques as well as developing cardio-respiratory control and aerobic conditioning while wearing a "Self Contained Breathing Apparatus" (SCBA) under conditions of physical exertion.
1 Units Lab

| | |
|---|---|
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 54 |
| **Total Student Learning Hours** | 54 |

### Course Grading:

~~Letter Grade Only~~ Optional

**Justification for course proposal**

## Discipline:

Fire Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Perform proper lifting and carrying techniques to include safe, efficient and effective use of "Tools of the Trade"
B. Complete the testing parameters of the Nationally approved and recognized Certified Physical Agility Test (CPAT)
C. Understand how to maintain and develop the components of fitness through increased muscular strength and muscular endurance, cardiovascular endurance and recovery, and increased flexibility and balance.

## Course Objectives:

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

A. Explain the importance of warm–ups and downs
B. Discuss the benefits of maintaining a regular exercise program
C. Explore exercise programs for flexibility, strength, endurance and cardiovascular development
D. Develop increased aerobic fitness, muscular strength and endurance, and improved agility
E. Improve recovery time after exercise
F. Identify appropriate lifestyle modification techniques
G. Develop elementary wellness practices: healthy nutrition, stress reduction and coping skills, and adequate rest
H. Discuss the psychological affect of mental fatigue
I. Perform proper lifting and carrying techniques with “Tools of the Trade”
J. Identify health risk factors
K. Demonstrate proper cardio-respiratory control with use of an SCBA while under physical exertion
L. Demonstrate appropriate techniques for “CPAT” and traditional “Physical Agility” testing requirements

## Course Content:

1. Orientation to course
2. Proper utilization of required PPE
3. Proper etiquette and recognition of course delivery as a paramilitary “Academy Structure” course
4. Selection, use and safety procedures related to operating physical fitness equipment and machines associated with “Circuit Training”
5. Proper exercise technique to ensure safety and comfort level of all participants;

6. Exercise programs to develop flexibility, strength, endurance, balance and skills used in both fitness and in performance of “First Responder” Physical Agility testing and performance standards for both Police and Fire Academies
7. Introduction to “Tools of the Trade”
    1. Proper carrying and lifting techniques with Ladders
    2. Proper carrying and deployment techniques with Fire Hose
    3. Utilization of an SCBA with proper breathing exercises
    4. Proper carrying techniques of various multiple firefighting tools
    5. Utilization and introduction of ropes and knots for improved hand and eye coordination
8. Identification and discussion of health risk factors
    1. Proper nutrition
    2. Adequate rest
    3. Stress management and coping skills
    4. Unhealthy personal choices
        1. Smoking (Tobacco products)
        2. Alcohol
        3. Drugs
9. Introduction of “CPAT and Traditional Physical Agility” testing skills.

## Methods of Instruction:

1. Lecture - All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth
2. Demonstration -
3. Review of progress
4. Student participation in individual and in class workouts and skill stations
5. Individual, small group (teams) and entire class drills and activities to enhance student training and performance (e.g. mile run, timed events, sit-up and pull up counts, etc.)
6. Group and team discussions concerning components of fitness
7. Audio/Visual Presentation (e.g., CPAT and Traditional Physical Agility Tests);

## Methods of Evaluation

A. Class Participation
    1. attendance to class sessions
B. Class Performance
    1. weekly progress
C. Required student attendance Roll is taken daily Evaluation of Daily Fitness Log Periodic performance tests to evaluate student improvement in fitness development At the discretion of the instructor Completion of CPAT practice test

## Typical Outside-of-Class Assignments

A. Laboratory:

1. Reading of assigned handouts
    1. CPAT Test
    2. Proper Nutrition
    3. Stress Management and Coping Skills
2. Maintaining a daily fitness log
3. Skill Building Exercise:
    1. Students participate in warm-up period and stretch prior to workout.
4. Maintain assigned PPE (Turnout Coat and Helmet with Goggles)
5. Keep counts and times of performance standards as evaluated
    1. Mile run time
    2. Sit-ups, pull-ups counts
    3. Stair climb time
    4. Designed "Physical Agility" performance times
6. Team Leadership development-Assigned Team Captains

## Textbooks (Typical):

**Textbook:**

1. Jeffreys, Ian and Jeremy Moody *Strength and Conditioning for Sports Performance*. 2nd ed., Hatherleigh Press, 2021.
2. Kerrigan, Dan and Jim Moss *Firefighter Functional Fitness*. 1st ed., Firefighter Toolbox LLC, 2016.
3. Contreras, Bret *Bodyweight Strength Training Anatomy*. 2nd ed., Human Kinetics, 2025.

**Manual:**

1. IAFF and IAFC. CPAT Candidate Physical Ability Test Candidate Preparation Guide. IAFF and IAFC, 1999.

## Other Materials Required of Students

1. Students will be provided an NFPA approved Fire Fighter Turnout Coat that meets Cal OSHA.
2. Students will be provided an NFPA approved protective Firefighter Helmet and Goggles that meets Cal OSHA.
3. Students will be required to purchase and wear an approved LPC Fire Technology T-Shirt and shorts.
4. Students will provide their own exercise clothing, and quality running shoes (in good condition).
5. Students will need to provide their own Hydration Containers and Nutrients for class participation.

## Equity Based Curriculum

- Measurable Objectives

## Requisite Validation

## General Education/Transfer

**General Education/Transfer Request**

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

## 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.**
**Credit-by-Military-JST** No
**Credit-by-Industry-Recognized-Training** Yes
**Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.**
Completed Firefighter 1 and 2 certificate and verified 1 year full-time employment

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000589414

**CB03: TOP Code**
083500 - Physical Education

**CIP Code**
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, General

**CB04: Credit Status**
D - Credit - Degree Applicable

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

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
E - Non-Occupational

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: FST 30 - Basic Firefighter Skills and Update

**Course Modification: FST 30 - Basic Firefighter Skills and Update (Launched)**
**compared with**
**FST 30 - Basic Firefighter Skills and Update (Active - Implemented 04-19-2022)**

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## Admin Outline for Fire Service Technology 30
## Basic Firefighter Skills and Update
**Effective:** Fall ~~2022~~ 2027

### Catalog Description:

### FST 30 - Basic Firefighter Skills and Update
### 2.00 Units

This course is designed for currently employed and volunteer Firefighters and covers fire service topics in a classroom and manipulative setting that includes required skills maintenance and updated tactical techniques. All subjects relate to the duties and responsibilities of the fire services in order to maintain a state of readiness. Course may be repeated to cover legally mandated training and new techniques.
1 Units Lecture 1 Units Lab

**Enrollment Limitation:**

- Must be currently enrolled in LPCs Fire academy or a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

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

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Fire Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. ~~Upon~~ Demonstrate ~~completion~~ proficiency ~~of~~ in ~~FST~~ Hazardous ~~30~~ Materials skills , ~~the~~ written ~~student~~ assessment ~~should~~ and ~~be~~ hands-on ~~able~~ testing. ~~to~~
B. Demonstrate ~~demonstrate~~ proficiency in wildland skills, written assessment and hands-on testing.
C. Demonstrate proficiency in structure skills, written assessment and hands-on testing.
D. Demonstrate and show proficiency in the ~~-~~ _ current Firefighter I curriculum skills.

## Course Objectives:

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

A. Demonstrate a wide variety of firefighter skills and maintain a high level of proficiency to meet State Mandates.
B. Identify the various course ~~require~~ requirements for fire fighter, ~~wild land~~ wildland fire fighters, fire operations and incident command.
C. Demonstrate how to open and complete a task book
D. Discuss and be proficient in knowing NFPA standards in health and safety as well as how personal protection gear plays a role in individual safety
E. Identify the roles in emergency operations and be able to understand the processes between a call for service to operating at an emergency scene.
F. Demonstrate and show proficiency in various ropes and knot tying, various ~~fire~~ firefighting tools and ~~its~~ their application, proper ladder and hose applications, and maintenance of all ~~needed and~~ necessary equipment
G. Discuss and demonstrate their knowledge in fire behavior and its different classifications as well as those extinguishers used to extinguish fires.

## Course Content:

**Lecture:**

1. Orientation and Administration
    1. Identify facility requirements
        1. Restroom locations
        2. Food locations

3. Smoking locations
4. Emergency procedures

2. Identify classroom requirements

    1. Start and end times
    2. Breaks
    3. Electronic device policies
    4. Special needs and accommodations
    5. Other requirements as applicable

3. Review course syllabus

    1. Course objectives
    2. Calendar of events
    3. Course requirements
    4. Student evaluation process
    5. Assignments
    6. Activities
    7. Required student resources
    8. Class participation requirements

2. Fire Fighter I Certification Process

    1. Identify the different levels of certification in the Fire Fighter I certification track

1. Fire Fighter I
2. Wildland Fire Fighter I
3. NFPA 472 Awareness/Operations Level Responder: Hazardous Materials/Weapons of Mass Destruction Incidents

2. Identify the courses required for Fire Fighter I

    1. Fire Fighter I
    2. Wildland Fire Fighter I
    3. First Responder Operations
    4. Confined Space Awareness
    5. IS-100 Introduction to Incident Command System
    6. IS-700A National Incident Management System, An Introduction
    7. Identify any other requirements for Fire Fighter I

3. Describe the certification task book process

    1. Complete all prerequisites and course work
    2. Submit application and fees to request certification task book
    3. Complete all job performance requirements included in the task book
    4. Must have identified evaluator verify individual task completion via signature
    5. Must have Fire Chief or authorized representative verify task book completion via signature
    6. Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training

4. Describe the certification examination process

    1. Complete course work
    2. Schedule online certification exam
    3. Schedule skills evaluation exam

3. General Knowledge Requirements

    1. Describe the organization of the fire department

        1. Equal Employment Opportunity
        2. Harassment
        3. Diversity

    2. Define the role of Fire Fighter I in the organization

        1. Describe the mission of the fire service
        2. Describe fire department standard operating procedures and rules and regulations as they apply to the Fire Fighter I
        3. Identify the role of other agencies as they relate to the fire department
        4. Identify aspects of the fire department's member assistance program
        5. Locate information in departmental documents and standard or code materials

4. Health and Safety

    1. List common types of accidents or injuries and their causes

2. Discuss the importance of physical fitness and a healthy lifestyle to the performance and duties of a fire fighter

3. Define the critical aspects of NFPA 1500, Standard on Fire Department Occupational

    1. Safety and Health Program

4. Discuss the value of fire and life safety initiatives in support of the fire department's mission to reduce fire fighter line-of-duty injuries and fatalities

5. Structural Personal Protective Ensemble

    1. Identify the components of structural personal protective ensemble

    2. Describe the protection provided by structural personal protective ensemble

    3. Explain the importance of standards for structural personal protective ensemble

    4. Describe the limitations of structural personal protective ensemble

    5. Identify the proper method for inspecting, cleaning, and maintaining structural personal protective ensemble

    6. Don structural personal protective ensemble

    7. Doff structural personal protective ensemble and prepare for reuse

6. Self-Contained Breathing Apparatus

    1. Identify conditions requiring respiratory protection

        1. NFPA 1500

        2. Code of Federal Regulations 29, 1910.134

        3. California Code of Regulations Title 8, 5144K

2. Describe potential long-term consequences of exposure to products of combustion
3. Describe the uses and limitations of a self-contained breathing apparatus
4. Identify the components of a self-contained breathing apparatus
5. Describe operational inspection for a self-contained breathing apparatus
6. Describe different donning procedures
7. Describe different breathing techniques
8. Describe indications for and emergency procedures used with a self-contained breathing apparatus
9. Identify physical requirements of the self-contained breathing apparatus wearer
10. Demonstrate different controlled breathing techniques
11. Replace self-contained breathing apparatus air cylinders
12. Use a self-contained breathing apparatus to exit through restricted passages
13. Initiate and complete emergency procedures in the event of self-contained breathing apparatus failure or air depletion
14. Perform operational inspection for a self-contained breathing apparatus
15. Complete donning procedures to include:

    1. Coat
    2. Over-the-head
    3. Seat mounted

7. Responding on an Apparatus

    1. Describe mounting and dismounting procedures for riding an apparatus

2. Identify hazards associated with riding an apparatus and ways to avoid them
3. Describe prohibited practices
4. Identify different types of department personal protective equipment and their use(s)
    1. Hearing protection
    2. Seat belts
    3. Safety gates
5. Use each piece of provided safety equipment

8. Operating at an Emergency Scene
    1. Identify potential hazards involved in operating on emergency scenes including vehicle traffic, utilities, and environmental conditions
    2. Describe proper procedures for mounting and dismounting an apparatus in traffic
    3. Describe procedures for safe operation at emergency scenes
    4. Identify the personal protective equipment available for members' safety on emergency scenes and work zone designations
    5. Use personal protective equipment
    6. Deploy traffic and scene control devices
    7. Dismount an apparatus
    8. Operate in protected work areas as directed

9. Operating a Phone in a Non-emergency Situation
    1. Describe fire department procedures for answering non-emergency phone calls
    2. Operate fire station telephone and intercom equipment

10. Initiating a Response to an Emergency

    1. Explain the procedures for reporting an emergency
    2. Identify department standard operating procedures for taking and receiving alarms
    3. Identify radio codes, procedures, and clear text for communications
    4. List information needs of dispatch center
    5. Identify the different types of fire department communications equipment
    6. Operate fire department communications equipment
    7. Relay information
    8. Record information

11. Operating Fire Department Radios

    1. Describe fire department procedures and etiquette for routine radio traffic
    2. Describe fire department procedures and etiquette for emergency radio traffic
    3. Describe fire department procedures and etiquette for emergency radio evacuation signals
    4. Identify basic types and operations of fire department radios
    5. Operate fire department radios and equipment
    6. Identify the difference between routine and emergency radio traffic

12. Ropes and Knots

    1. Identify the types and uses of ropes
    2. Identify the types and uses of knots

3. Describe the difference between life safety and utility rope
4. Identify reasons for placing rope out of service
5. List types of knots to use for given tools
6. List types of knots to use for given ropes
7. Describe types of knots to use for given situations
8. Describe hoisting methods for tools and equipment
9. Discuss the use of rope(s) to support response activities
10. Handcuff

13. Hand and Power Tools

1. Describe types of and uses for hand and power tools
2. Transport and operate hand and power tools

14. Portable Electric and Lighting Equipment

1. Discuss safety principles and practices for portable electrical equipment
2. Identify power supply capacity and limitations
3. Describe light deployment methods
4. Operate department power supply and lighting equipment
5. Deploy cords and connectors
6. Reset ground-fault interrupter (GFI) devices
7. Locate lights for best effect

15. Maintenance

1. Describe types of cleaning methods for various tools and equipment

    1. Ladders
    2. SCBAs
    3. Ventilation equipment
    4. Hand tools
    5. Salvage equipment
    6. Ropes

2. Discuss the correct use of cleaning solvents
3. Identify manufacturer or departmental guidelines for cleaning equipment and tools, and removal from service
4. Select correct tools to maintain various parts and pieces of equipment
5. Complete recording and reporting procedures

16. Building Construction and Related Hazards

    1. Describe common building materials and construction types
    2. Identify the effects of each construction type and elapsed time under fire conditions on structural integrity
    3. Identify dangerous building conditions created by fire
    4. Describe basic construction of typical doors, windows, walls, and roofs within the department's community or service area

17. Fire Behavior

    1. List physical states of matter in which fuels are found

2. Describe the stages of fire
3. Describe the classifications of fire
4. Describe the methods of heat transfer
5. Describe the relationship of oxygen concentration to life safety and fire growth
6. Describe fire behavior in a structure
    1. Energy efficient buildings
    2. High rise structures
    3. Below-grade structures
    4. Wind-driven environments
7. Describe the principles of thermal layering within a structure fire
8. List the products of combustion found in a structure fire
9. Identify the signs, causes, effects, and prevention of backdraft/smoke explosion
10. Identify the signs, causes, effects, and prevention of flashover

18. Fire Extinguishers
    1. Identify the types of, rating systems for, and risks associated with, each class of fire extinguisher
    2. Discuss the operating methods and limitations of portable extinguishers
    3. Operate portable fire extinguishers
        1. Select an appropriate extinguisher based on the size and type of fire
        2. Safely carry portable fire extinguishers
        3. Approach fire with portable fire extinguishers

19. Water Supply Systems

    1. Describe types and components of municipal and rural water systems
    2. Discuss loading and off-loading procedures for a mobile water supply apparatus
    3. Describe fire hydrant operations
    4. Identify suitable static water supply sources
    5. Describe procedures and protocols for connecting to various water sources
    6. Deploy portable water tanks and the equipment necessary to transfer between and draft from them
    7. Fully open and close the hydrant

**Lab Activities:**

1. ~~Personel~~ Personal Protection ~~ensemble~~ Ensemble

    1. Don structural personal protective ensemble
    2. Doff structural personal protective ensemble and prepare for reuse
    3. Perform self-examination of breathing apparatus
    4. Demonstrate different breathing techniques
    5. Replace self-contained breathing apparatus air cylinder

2. ~~Reponses~~ Responses on an apparatus

    1. Perform mounting and dismounting procedures
    2. Perform and demonstrate safety precautions and response.

3. Demonstrate the ability to use all safety gear and other protective gear.

3. Emergency Hazard

    1. Demonstrate how to set up at a scene
    2. Demonstrate the proper techniques to identify ~~hazard~~ hazards and deal with emergency scenes
    3. Demonstrate the use of different protective gear and other equipment at an emergency scene.

4. Demonstrate proper protocol to begin dispatch to an emergency scene

    1. Demonstrate proper radio procedures and use of radio terminology
    2. Demonstrate operational equipment used on emergency scenes

5. Ropes and Knots

    1. Tie knots

        1. Overhand
        2. Half hitch
        3. Clove hitch
        4. Beckett bend
        5. Bowline
        6. Figure 8
        7. Figure 8 on a bight
        8. Figure 8 follow through
        9. Water

6. Hoist tools using demonstrative knots.

    1. Axe
    2. Pike pole
    3. Roof ladder
    4. Charged hoseline
    5. Uncharged hoseline

7. Portable Electric and Lighting Equipment

    1. Identify power supply capacity and limitations
    2. Demonstrate light deployment methods
    3. Operate department power supply and lighting equipment
    4. Deploy cords and connectors
    5. Reset ground-fault interrupter (GFI) devices

8. Perform routine maintenance on equipment

    1. Ladders
    2. SCBA's
    3. Ventilation Equipment
    4. Hand Tools
    5. Salvage Equipment
    6. Ropes

9. Responding to Fires

    1. Demonstrate knowledge of different fuels
    2. Identify the different stages of a live fire
    3. Attempt to classify stages of fires
    4. Identify methods of heat transfer
    5. Relationship of oxygen concentration to life safety and fire growth

10. Fire Extinguishers

    1. Identify – the types of, rating systems for, and risks associated with, each class of fire extinguisher
    2. Operate portable fire extinguishers

        1. Stored water pressure
        2. Dry chemical
        3. CO2

    3. Select an appropriate extinguisher based on the size and type of fire

        1. Safely carry portable fire extinguishers
        2. Approach fire with portable fire extinguishers

11. Water Supply Systems

    1. Identify municipal and rural water systems during responses.

2. Perform loading and off-loading procedures for a mobile water supply apparatus
3. Hydrant operations
4. Suitable static water supply sources
5. Perform connecting to various water sources
6. Deploy portable water tanks and the equipment necessary to transfer between and draft from them
7. Fully open and close the hydrant

## Methods of Instruction:

1. Audio-visual Activity - Instructor will introduce a series of audio-visual ~~video~~ videos that meet State Standards and have students ~~response~~ respond through a series of tests, manipulative skills or verbal demonstration.
2. Demonstration - Instructor, based on topics covered, will demonstrate what is expected of each student to perform and become proficient ~~at~~ .
3. Lecture - Instructor will lecture on specific mandated topics for student to comprehend and later demonstrate
4. Lab - Instructor will demonstrate each task or ~~topics~~ topic within a lab setting, which will be either a fire training tower, fire yard with fire ~~apparatus's~~ apparatuses , or other fire training prop where students will then perform manipulative skills for proficiency.
5. Discussion - Instructor and student will engage in topic discussion mandated by the state. - _ By having discussions , student will be able to provide feedback as well as receive verbal acknowledgment from the instructor that student has comprehended the lesson or topic.
6. Simulations - Students will engage in scenario - - based simulations using various ~~type~~ types of fire props and training ~~apparatus's~~ apparatuses .
7. Written Exercises - Student may be given written exercises, group written exercises covering various state - - mandated topics. - _ Student may also be given a state - - mandated test to complete as required.
8. Clinical - Students will have to perform clinical assessments as defined by ~~title~~ Title 22.
9. Instructors will use diverse methods of instruction.

## Methods of Evaluation

A. Class Participation
    1. Instructor discretion
B. Class Performance
    1. Instructor discretion

C. Exams/Tests
    1. ~~one~~ One to two
D. Final Performance
    1. 1 Skills test
E. Group Projects
    1. Instruction discretion
F. Home Work
    1. 2 to 3 assignments
G. Lab Activities
    1. 2 to 3 activities
H. Oral Presentation
    1. Instructor discretion
I. Papers
    1. Instructor discretion
J. Quizzes
    1. Instructor discretion
K. Simulation
    1. Instructor discretion

## Typical Outside-of-Class Assignments

A. Other ~~:~~
~~Students will be given periodical reading assignments, that will include department policy review, state training requirements familairty, fire operations, task book requirements, and State Las required for fire fighting.~~

:
Students will be given periodic reading assignments that will include department policy review, state training requirements familiarity, fire operations, task book requirements, and state laws required for fire fighting.

## Textbooks (Typical):

**Textbook:**

1. IFSTA *Essentials of Fire Fighting* . ~~7th~~ 8th ed ed., Fire Protection Publications, ~~2018~~ 2024 .
2. International Association of Fire Chiefs *Fundamentals of Fire Fighting Skills.* ~~4th~~ 5th ed., Jones & Bartlett Learning, ~~2018~~ 2025.

**Manual:**

1. State Fire Marshal. State Fire Training Manual . State Fire Training, 2025 .

## Other Materials Required of Students

1. All Personal Protective equipment that has been or was assigned to the academy. .

## Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

## Requisite Validation

A. Non Course Requirements

Must be currently enrolled in LPCs Fire academy or a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

## DE Proposal

**Delivery Methods**

- **Emergency Online with Flexible In-Person Component (EOFI)**

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

If absolutely needed, some of the content can be delivered online. However, all testing has to be onsite and proctored by qualified instructors.

**Rationale for DE**

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

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

**Accessibility:**

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

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

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**Instructor-Student Interaction**

- **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:** Face to Face for mandated testing portions of the test.

**Student-Student Interaction**

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  **Frequency:** Students will use social networking tools to talk to each other about the curriculum content and testing process of the class.

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** There will be a final exam for each section of the test to confirm the knowledge base of the student.

## General Education/Transfer

**General Education/Transfer Request**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000612023

**CB03: TOP Code**

213300 - Fire Technology

**CIP Code**

43.0203 - Fire Science/Fire-fighting

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

C - Not transferable

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

B - Advanced 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

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: FST 31 - Intermediate Firefighter Skills and Update

**Course Modification: FST 31 - Intermediate Firefighter Skills and Update (Launched)**
**compared with**
**FST 31 - Intermediate Firefighter Skills and Update (Active - Implemented 04-19-2022)**

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## Admin Outline for Fire Service Technology 31
## Intermediate Firefighter Skills and Update

**Effective:** Fall ~~2022~~ 2027

### Catalog Description:

### FST 31 - Intermediate Firefighter Skills and Update
### 2.00 Units

This course is designed for currently employed and volunteer Firefighters and covers ~~Intermediate~~ intermediate fire service topics in a classroom and manipulative setting that includes required skills maintenance and updated tactical techniques. All ~~Intermediate~~ intermediate subjects relate to the duties and responsibilities of the fire services in order to maintain a state of readiness. Course may be repeated to cover legally mandated training and new techniques.
1 Units Lecture 1 Units Lab

**Enrollment Limitation:**

- Must be a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

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

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Fire Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. ~~Upon~~ Pass ~~completion~~ a ~~of~~ written ~~FST~~ assessment ~~31~~ for advanced firefighting strategies and tactics.
B. Demonstrate proficiency in advanced structure firefighting skills , ~~the~~ including ~~student~~ hands-on ~~should be able to explain~~ testing.
C. Explain and implement fire suppression - _ techniques for various materials.

## Course Objectives:

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

A. Demonstrate the ~~principals~~ principles and foundation of fire hoses as well as correct deployment during a fire.
B. Identify utilities during an emergency and ~~its~~ their applications to controlling emergencies and or fire conditions.
C. Demonstrate ground ladder control and proper carrying techniques.
D. Describe ~~force~~ forcible entry tools and demonstrate proper techniques to gain entry into residential and commercial buildings .
E. Demonstrate effective search and rescue techniques .
F. Describe, implement , and demonstrate proper fire fighting operations to include specific attack and ventilation methods to control and ultimately put out a fire.
G. Discuss and demonstrate their knowledge in fire behavior.
H. Determine proper attack methods to various types of structural fires, ~~vehicles~~ vehicle fires, conservation, safety during a fire as well as survival methods.

## Course Content:

**Lecture:**

1. Fire Hose
    1. Principles and Foundations of the Fire Hose
        1. Identify the principles of fire streams
        2. Describe different types, design, operation, nozzle pressure effects, and flow capabilities of nozzles

3. Identify types, designs, and uses of fire hoses
4. Identify fittings, tools, and appliances
5. Describe the application of each size and type of attack line
6. Describe types of hose rolls, loads, and deployments
7. Describe departmental procedures for inspecting a hose according to the manufacturer's guidelines, noting any defects, and removing it from service
8. Discuss cleaning and maintenance methods

    1. Hose
    2. Nozzles
    3. Appliances

9. Identify precautions to be followed when advancing hose lines to a fire
10. Describe observable results that a fire stream has been properly applied
11. Open, close, and adjust nozzle flow and patterns
12. Prevent water hammer when shutting down nozzles
13. Couple and uncouple various handline connections

    1. Coupling hose – One fire fighter foot tilt method
    2. Coupling hose – Two fire fighters
    3. Uncoupling hose knee press
    4. Uncoupling hose – Two fire fighter stiff-arm
    5. Roll hose

        1. Single roll

2. Donut roll
3. Twin donut roll
4. Self-locking twin donut roll

6. Carry hose
    1. Deploy minute-man load
    2. Deploy triple fold
    3. Deploy preconnected flat load
    4. Deploy working line drag method
    5. Deploy shoulder load method
    6. Deploy hose bundle (agency specific)
    7. Deploy wyed lines

7. Reload hose
    1. Flat load
    2. Minute-man load
    3. Triple fold
    4. Accordion
    5. Horse shoe
    6. Hose bundles (agency specific)

14. Replace burst hose sections

15. Hand lay a supply hose
16. Connect a supply hose to a hydrant
17. Make hydrant-to-engine hose connections for forward and reverse lays
18. Connect and place hard suction hose for drafting operations
19. Clean different types of hose
20. Operate hose washing and drying equipment
21. Replace coupling gaskets
22. Mark defective hose

2. Utility Control at Emergencies

    1. Describe properties and principles of, and safety concerns for, electricity systems

        1. Primary electrical service
        2. Secondary electrical service
        3. Alternative energy services
        4. Describe properties and principles of, and safety concerns for, gas systems
        5. Describe properties and principles of, and safety concerns for, water systems
        6. Identify utility disconnect methods
        7. Discuss associated dangers with utility disconnect methods
        8. Describe use of required safety equipment
        9. Identify utility control devices
        10. Operate control valves or switches
        11. Assess for related hazards

3. Ground Ladder Operations

    1. Identify the types, parts, and construction features of ground ladders
    2. Identify the uses of ground ladders
    3. Identify types of lifts and carries

        1. High shoulder – Single/two fire fighter
        2. Low shoulder – Single/two/three fire fighter
        3. Flat shoulder method – Three/four fire fighter
        4. Suitcase or arms length carry – Single/two fire fighter

    4. Describe methods used to secure ground ladders
    5. Describe proper climbing techniques
    6. Describe safety limits to the degree of angulation
    7. Identify different angles for various tasks
    8. Describe methods to safely work off ground ladders
    9. Describe the hazards associated with setting up ladders
    10. Define what constitutes a stable foundation for ladder placement
    11. Describe what constitutes a reliable structural component for top placement
    12. Tie off a halyard
    13. Lift and carry ladders

        1. High shoulder – Single fire fighter

2. Low shoulder – Single/two/three fire fighter
3. Flat shoulder method – Three/four fire fighter
4. Suitcase or arms length carry – Single/two fire fighter

1. Raise and move ladders

1. Flat raise – Single/two/three/four fire fighter
2. Beam raise – Single/two/three fire fighter
3. High shoulder – Single fire fighter

14. Extend and lock flies
15. Demonstrate proper climbing techniques
16. Demonstrate proper methods to safely work off ground ladders
17. Demonstrate leg lock method
18. Secure ground ladders
19. Determine that a wall and roof will support the ladder
20. Judge extension ladder height requirements
21. Place the ladder to avoid obvious hazards

4. Forcible Entry

1. Describe basic construction of typical doors, windows, and walls within the department's community or service area

1. Residential

    2. Commercial

2. Describe types and uses of hand and power tools used in forcible entry
3. Describe operation of doors, windows, and locks
4. Identify the dangers associated with forcing entry through doors, windows, and walls
5. Transport and operate hand and power tools used in forcible entry
6. Force entry through doors, locks, windows, and walls using assorted methods and tools

5. Structure Fire Search and Rescue Operations

1. Define primary and secondary search techniques
2. Describe the use of thermal imaging cameras and other search tools
3. Identify team members' roles and goals in search and rescue operations within a structure
4. Identify considerations related to respiratory protection
5. Describe methods to determine if an area is tenable
6. Define methods to use and indicators of finding victims
7. Identify psychological effects of operating in obscured conditions and ways to manage them
8. Describe the use of forcible entry tools during rescue operations
9. Describe the use of ground ladders for rescue operations
10. Describe victim removal methods (including various carries)
11. Use a self-contained breathing apparatus to exit through restricted passages
12. Set up and use different types of ladders for various types of rescue operations

    1. Balcony
    2. Fire escape

3. Roof

13. Window
14. Remove the victim down a ladder

    1. Conscious
    2. Unconscious

15. Demonstrate victim removal methods (including various carries)
16. Rescue a fire fighter whose respiratory protection is not functioning
17. Rescue a person who has no respiratory protection
18. Assess areas to determine tenability
19. Demonstrate a primary and secondary search

6. Structural Fire Fighting Operations

    1. Identify precautions to be followed when advancing hose lines to a fire
    2. Identify principles of exposure protection

        1. Exterior
        2. Interior

    3. Define the role of the backup team in fire attack situations
    4. Describe attack and control techniques for below, at, and above grade level fires
    5. Identify methods for locating and exposing hidden fires
    6. Apply water using direct, indirect, and combination attacks

7. Advance charged and uncharged hand lines of 1½-inch diameter or larger up ladders and up and down interior and exterior stairways
8. Operate charged hand lines of 1½-inch diameter or larger while secured to a ground ladder
9. Attack fires below, at, and above grade level
10. Locate and suppress interior wall and subfloor fires

7. Horizontal Ventilation Operations

    1. Describe the principles, advantages, limitations, and effects of horizontal ventilation

        1. Natural
        2. Mechanical
        3. Hydraulic

    2. Describe safety considerations when venting a structure
    3. Transport and operate ventilation tools and equipment and ladders
    4. Break windows and door glass and remove obstructions
    5. Horizontally ventilate a structure

        1. Mechanical
        2. Negative
        3. Positive
        4. Hydraulic

8. Vertical Ventilation Operations

1. Describe the principles, advantages, limitations, and effects of vertical ventilation
2. List the techniques and safety precautions for venting flat roofs, pitched roofs, and basements
3. Identify the effects of construction type and elapsed time under fire conditions on structural integrity
4. Describe basic indicators of potential collapse or roof failure
5. Describe the advantages and disadvantages of vertical and trench/strip ventilation
6. Select, carry, deploy, and secure ground ladders for ventilation activities
7. Deploy roof ladders on pitched roofs while secured to a ground ladder for vertical ventilation
8. Carry ventilation-related tools and equipment while ascending and descending ladders
9. Hoist ventilation tools to a roof
10. Sound a roof for integrity
11. Cut roofing and flooring materials to vent flat roofs, pitched roofs, and basements and retreat from the area as a team when ventilation is accomplished
12. Clear an opening with hand tools

9. Property Conservation

1. Discuss the purpose of property conservation and its value to the public
2. Describe methods used to protect property
3. List types of and uses for salvage covers
4. Describe operations at properties protected with automatic sprinklers
5. Discuss how to stop the flow of water from an automatic sprinkler head
6. Identify the main control valve on an automatic sprinkler system
7. Describe procedures for protecting possible areas of origin and potential evidence

8. Describe forcible entry issues related to salvage
9. Cluster furniture
10. Deploy covering materials
11. Roll and fold salvage covers for reuse
12. Construct water chutes and catch-alls
13. Remove water
14. Cover building openings, including doors, windows, floor openings, and roof openings
15. Stop the flow of water from a sprinkler with sprinkler wedges or stoppers
16. Operate a main control valve on an automatic sprinkler system

10. Overhaul

    1. Describe the purposes and methods of overhaul
    2. Describe the types of fire attack lines and water application devices most effective for overhaul
    3. Discuss water application methods for extinguishment that limit water damage
    4. Identify types of tools and methods used to expose hidden fire
        1. Senses
        2. Hand and power tools
        3. Thermal imaging cameras
    5. Discuss dangers associated with overhaul
        1. Air monitoring
        2. Need for respiratory protection

6. Identify reasons for protecting a fire scene
7. Describe obvious signs of area of origin, cause, or arson
8. List techniques for the preservation of fire cause evidence
9. Deploy and operate an attack line for overhaul
10. Apply water for maximum effectiveness
11. Expose and extinguish hidden fires in walls, ceilings, and subfloor spaces
12. Remove floor, ceiling, and wall components to expose void spaces without compromising structural integrity
13. Recognize and preserve obvious signs of area of origin and arson
14. Separate, remove, and relocate charred material to a safe location while protecting the area of origin for cause determination
15. Evaluate for complete extinguishment

11. Structural Fire Fighter Survival

1. Identify different personnel accountability systems
2. Identify the development of fire fighter survival attitudes
3. Identify emergency communication procedures
4. Identify emergency procedures for loss of air supply
5. Initiate an emergency call in accordance with the AHJ's procedures
6. Use other methods of emergency calls for assistance
7. Describe emergency evacuation methods for fire fighter survival
8. Define what constitutes a safe haven
9. Identify elements that create or indicate a hazard

10. Demonstrate emergency evacuation methods for fire fighter survival
11. Operate as a team member in vision-obscured conditions
12. Locate and follow a guide line
13. Evaluate areas for hazards
14. Identify a safe haven

12. Exterior Fires

    1. Discuss types of exterior fires
    2. Describe the types of attack lines and water streams appropriate for attacking stacked, piled materials, and outdoor fires
    3. Identify water application methods for exposure protection and fire extinguishment
    4. Identify dangers, such as collapse, associated with stacked and piled materials
    5. Describe various extinguishing agents and their effect on different material configurations
    6. Identify tools and methods used in breaking up various types of materials
    7. Describe the difficulties related to complete extinguishment of stacked and piled materials
    8. Describe dangers such as exposure to toxic or hazardous materials associated with storage building and container fires
    9. Recognize inherent hazards related to the material's configuration
    10. Operate handlines or master streams

        1. One fire fighter method (operating a large hand line)
        2. Two fire fighter method (operating a large hand line)
        3. Master stream
        4. Fixed

5. Portable

11. Break up material using hand tools and water streams ~~2.~~

    1. Evaluate and modify water application for maximum penetration

12. Search for and expose hidden fires
13. Assess patterns for origin determination
14. Evaluate for complete extinguishment

13. Passenger Vehicle Fires

1. Describe principles of fire streams as they relate to fighting passenger vehicle fires
2. Identify precautions to be followed when advancing hose lines toward a passenger vehicle
3. List observable results that a fire stream has been properly applied
4. Identify the hazards associated with alternative fuels in passenger vehicle fires
5. Describe dangerous conditions created during a passenger vehicle fire
6. Describe common types of accidents or injuries related to fighting passenger vehicle fires and how to avoid them
7. Describe how to access locked passenger, trunk, and engine compartments
8. Identify methods for overhauling a passenger vehicle
9. Identify passenger vehicle fuel types
10. Assess and control fuel leaks
11. Apply water for maximum effectiveness while maintaining flash fire protection
12. Advance 1½-inch or larger diameter attack lines on a passenger vehicle fire
13. Expose hidden fires by opening all passenger vehicle compartments

**Lab Activities:**

1. Skills Demonstration/Lab Content and Certification testing to follow:

    1. Identify, select and deploy hoses
    2. Perform ladder operations
    3. Conduct search and rescue operations
    4. Perform forced entry procedures
    5. Perform and demonstrate structural fire operating procedures
    6. Demonstrate ventilation procedures
    7. Demonstrate and evaluate response to structure, vehicle and other types of fires
    8. Demonstrate knowledge and proficiencies in fire fighter survival.

## Methods of Instruction:

1. Audio-visual Activity - Instructor will introduce a series of audio-visual ~~video~~ videos that meet State Standards and have students ~~response~~ respond through a series of tests, manipulative skills or verbal demonstration.
2. Demonstration - Instructor, based on topics covered, will demonstrate what is expected of each student to perform and become proficient ~~at~~ .
3. Lecture - Instructor will lecture on specific mandated topics for student to comprehend and later demonstrate
4. Lab - Instructor will demonstrate each task or ~~topics~~ topic within a lab setting, which will be either a fire training tower, fire yard with fire ~~apparatus's~~ apparatuses , or other fire training ~~prop~~ props where students will then perform manipulative skills for proficiency.

5. Discussion - Instructor and student will engage in topic discussion mandated by the state. - _ By having discussions , the student will be able to provide feedback as well as receive verbal acknowledgment from the instructor that student has comprehended the lesson or topic.
6. Simulations - Students will engage in scenario - - based simulations using various ~~type~~ types of fire props and training ~~apparatus's~~ apparatuses .
7. Written Exercises - Student may be given written exercises, group written exercises covering various state - - mandated topics. - _ Student may also be given a state - - mandated test to complete as required.
8. Clinical - Students will have to perform clinical assessments as defined by ~~title~~ Title 22 .
9. Instructors will use diverse methods of instruction .

## Methods of Evaluation

A. Class Participation
    1. Instructor discretion
B. Class Performance
    1. Instructor discretion
C. Exams/Tests
    1. ~~one~~ One to two
D. Final Performance
    1. 1 Skills test
E. Group Projects
    1. Instruction discretion
F. Home Work
    1. 2 to 3 assignments
G. Lab Activities
    1. 2 to 3 activities
H. Oral Presentation
    1. Instructor discretion
I. Papers
    1. Instructor discretion
J. Quizzes
    1. Instructor discretion
K. Simulation
    1. Instructor discretion

## Typical Outside-of-Class Assignments

A. ~~Other:~~
~~Students will be given periodical reading assignments, which could include department policy review, understanding emergency response, application of proper ladder techniques, search and rescue techniques, team concepts, why proper ventialization is key to success or other topics based upon instructor requirements.~~

Reading:

1. Students will be given periodic reading assignments, which could include department policy review, understanding emergency response, application of proper ladder techniques, search and rescue techniques, team concepts, why proper ventilation is key to success, or other topics based upon instructor requirements.

## Textbooks (Typical):

**Textbook:**

1. International Association of Fire Chiefs *Fundamentals of Fire Fighting Skills.* ~~4th~~ 5th ed., Jones & Bartlett Learning, ~~2018~~ 2025 .
2. IFSTA *Essentials of Fire Fighting* . ~~7th~~ th ed., Fire Protection Publications, ~~2018~~ 2024 .

## Other Materials Required of Students

1. All other materials related to this class will be supplied by agency or current academy class. .

## Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

## Requisite Validation

A. Non Course Requirements
Must be a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

## DE Proposal

**Delivery Methods**

- **Emergency Online with Flexible In-Person Component (EOFI)**

**Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.**
It should only be online as a last resort. While some of the components can be gone over online, the final testing has to be in person.

**Rationale for DE**

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

It should only be online as a last resort. While some of the components can be gone over online, the final testing has to be in person.

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

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

### Instructor-Student Interaction

- **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:** The final written and skills test must be done in person.

### Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  **Frequency:** Students will need to communicate and study with one another to pass the testing.

### Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Students will have a final hands-on skills test and written test component.

## General Education/Transfer

**General Education/Transfer Request**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000612024

**CB03: TOP Code**
213300 - Fire Technology

**CIP Code**

43.0203 - Fire Science/Fire-fighting

**CB04: Credit Status**
D - Credit - Degree Applicable

**CB05: Transfer Status**
C - Not transferable

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
B - Advanced 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**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: FST 32 - Advanced Hazmat and Wildland Training for Firefighters

**Course Modification: FST 32 - Advanced Hazmat and Wildland Training for Firefighters (Launched)**
compared with
**FST 32 - Advanced Hazmat and Wildland Training for Firefighters (Active - Implemented 04-19-2022)**

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## Admin Outline for Fire Service Technology 32
## Advanced Hazmat and Wildland Training for Firefighters

**Effective:** Fall ~~2022~~ 2027

### Catalog Description:

### FST 32 - Advanced Hazmat and Wildland Training for Firefighters
### 2.00 Units

This course is designed for currently employed and volunteer firefighters and covers advanced Hazmat and Wildland topics, updates, and manipulative skills. All advanced subjects relate to the duties and responsibilities of the fire services in order to maintain a state of readiness. Course may be repeated to cover legally mandated training and new techniques.
1 Units Lecture 1 Units Lab

**Enrollment Limitation:**

- Must be a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

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

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Fire Technology.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. ~~Upon~~ Demonstrate ~~completion~~ hands-on ~~of~~ techniques ~~FST~~ and ~~32,~~ hazardous ~~the~~ materials' ~~student~~ mitigation ~~should be able to explain~~ techniques.
B. Explain proper wildland fire suppression - techniques.
C. ~~Upon completion of FST 32, the student should be able to explain~~ Explain proper hazmat materials containment - and mitigation techniques.

## Course Objectives:

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

A. Demonstrate the ~~principals~~ principles and foundation of responding to a hazmat call
B. Identify ~~type~~ types of ~~hazards~~ hazardous materials and respond and control the situation safely in accordance with ~~State~~ state and federal requirements.
C. Demonstrate proper decontamination, containment, incident command and disaster preparedness in emergency operations.
D. Describe and demonstrate proper responses to ~~wild-land~~ wildland fire calls and support operations.
E. Use proper tools to support and fight ~~wild-land~~ wildland fires.
F. Describe, implement and demonstrate proper fire fighting operations to include specific attack methods to control and ultimately put out a ~~wild-land~~ wildland fire.
G. Discuss and demonstrate their knowledge in fire behavior.
H. Determine proper attack methods to various types of ~~wild-land~~ wildland fire and demonstrate proper safety - techniques during a fire as well as survival methods.

## Course Content:

**Lecture:**

1. Wildland Response
    1. Identify equipment requirements
    2. Discuss agency time standards
    3. Identify special transportation considerations (weight limitations)
    4. Discuss agency safety response guidelines

5. Describe operational procedures for various transportation modes

2. Wildland Personal Protective Equipment

    1. Describe the use and limitations of required wildland personal protective clothing
    2. Describe the use, limitations, inspection, and care of new generation fire shelter
    3. Describe the inspection of wildland personal protective clothing
    4. Recognize unserviceable items among wildland personal protective clothing
    5. Describe maintenance of wildland personal protective clothing
    6. Discuss agency policy on fire shelter use
    7. Demonstrate the ability to don wildland personal protective ensemble
    8. Demonstrate the ability to deploy new generation fire shelter
        1. Standing to sitting method
        2. Standing drop-down method
        3. Lying down method
    9. Demonstrate proper cleaning procedures for wildland personal protective clothing

3. Wildland Tools and Equipment

    1. Identify wildland fire fighting tools and equipment
        1. Fussees
        2. Road flares
        3. Drip torches

4. Backpumps
5. Round point shovel
6. Pulaski
7. Mcleod
8. Brush hook
9. Single and double bit axe
10. Wire broom
11. Rhino tool
12. Combi tool
13. Fireline flagging

2. Describe uses for wildland fire fighting tools and equipment
3. Describe the inspection of tools
4. Describe the maintenance and care of tools and equipment
5. Describe the inspection of assigned suppression equipment
6. Recognize unserviceable items
7. Perform required maintenance techniques
8. Sharpen assigned suppression equipment
9. Perform other maintenance techniques for assigned suppression equipment
10. Use required maintenance equipment
11. Assemble and use a back pump.

4. Wildland Fire Behavior

1. Describe basic wildland fire behavior

5. Wildland Fire Safety

    1. Describe basic wildland fire safety

        1. 10 standard fire orders
        2. 18 watch-out situations
        3. LCES
        4. Common denominators
        5. Downhill line construction
        6. Avoiding fire entrapment

    2. Using a vehicle or a structure as refuge
    3. Describe hazards associated with working around aircraft
    4. Describe hazards associated with working around heavy equipment
    5. Assume safe position for an air tanker drop
    6. Use fireline flagging
    7. Use the Incident Response Pocket Guide (IRPG)

6. Human Factors on the Fireline

    1. Describe basic verbal communications

7. Wildland Suppression

    1. Describe basic wildland strategy and tactics

2. Describe basic wildland suppression methods

    1. Hose lays
    2. Line construction
    3. Hand line
    4. Dozer line
    5. Retardant line
    6. Mobile attack

3. Use and carry wildland tools

    1. Brush hook
    2. Pulaski
    3. Single and double bit axe
    4. Round point shovel
    5. Mcleod
    6. Wire broom
    7. Rhino tool
    8. Combi tool
    9. Procedures for passing hand tools

4. Construct handline

    1. Build a control line using the bump up or one lick method
    2. Build a cup or trench while constructing handline

5. Perform mobile attack
    1. Perform a simple hose lay
    2. Single person
6. Perform progressive hoselay
    1. Two person minimum
    2. Retrieve hose
    3. Single-section drain and carry
    4. Figure 8 drain and carry
7. Reinforcing a Fireline
    1. Describe line improvement techniques
    2. Identify safety considerations when burning out
    3. Describe the types of basic ignition devices
8. Use basic ignition devices
    1. How to ignite and extinguish road flares and fusees
    2. How to assemble and use a drip torch

8. Wildland Urban Interface
    1. Describe wildland fire behavior within the wildland urban interface

2. Describe wildland fuel removal for structure preparation
3. Identify structure defense methods
4. Identify equipment and personnel capabilities within the wildland urban interface
5. Prepare a structure for structure defense
6. Conduct structure defense within the wildland urban interface

9. Mop-up Operations

    1. Describe principles, techniques, and standards for mop-up

        1. Dry mop-up
        2. Wet mop-up

    2. Use basic tools to perform mop-up operations
    3. Use basic techniques to perform mop-up operations

10. Conducting Patrols

    1. Describe the principles, techniques, and standards of patrol

11. Recognizing Hazardous Materials/WMD

    1. Define hazardous materials
    2. Describe the risks associated with hazardous materials
    3. Recognize the presence of hazardous materials in an emergency
    4. Identify the hazardous materials involved

    1. Placards
    2. Labels
    3. Containers

5. Recognize the presence of weapons of mass destruction
6. Identify procedures in the event of a WMD incident
7. Identify the potential outcomes associated with an emergency when hazardous materials are present
8. Identify the types of additional resources for a hazardous materials response
9. Identify mandatory notifications in accordance with AHJ
10. Describe the role of the fire fighter in the AHJ's emergency response plan, including site security and control zones
11. Describe the components of the DOT Emergency Response Guidebook or equivalent guide
12. Identify shipper/manufacturer papers and contacts
13. Identify hazardous materials, their potential hazards, and appropriate personal protective actions using material safety data sheets
14. Describe the process to preserve evidence
15. Use the DOT Emergency Response Guidebook or equivalent guide
16. Initiate protective actions to secure the area
17. Make appropriate notifications as directed by the AHJ
18. Use material safety data sheets to identify hazardous materials, their potential hazards, and appropriate personal protective actions

12. Identifying/Analyzing Hazardous Materials/WMD Incidents

    1. Define basic hazardous materials terms

2. Define health hazards and physical and chemical properties of hazardous materials
3. Describe basic hazard and risk assessment techniques
4. Describe procedures for initial hazardous materials/WMD response
5. Describe the incident command system used in hazardous materials incidents
6. Discuss standard operating procedures according to AHJ
7. Identify the containers and materials involved using the DOT Emergency Response Guidebook or equivalent guide
8. Identify damaged containers and the effects of release
9. Describe the process of evacuation and/or shelter in place
10. Determine if materials have been released
11. Evaluate the status of each incident response objective at a hazardous materials/WMD incident
12. Communicate the status of a hazardous materials/WMD incident
13. Limit access to the area

13. Emergency Decontamination

1. Identify capabilities and limitations of personal protective equipment provided by the AHJ
2. Identify ways that people, personal protective equipment, apparatuses, tools, and equipment become contaminated
3. Explain the emergency, mass and technical decontamination process, according to AHJ
4. Explain the importance and limitations of emergency, mass and technical decontamination procedures
5. Describe standard operating procedures for emergency, mass and technical decontamination
6. Prepare an emergency, mass and technical decontamination area
7. Perform emergency mass and technical decontamination

14. Mitigating a Hazardous Materials/WMD Incident

    1. Describe product control operations including absorption, adsorption, damming, diking, dilution, retention, remote valve shutoff, and vapor dispersion
    2. Identify tools and equipment for product control
    3. Perform basic control, containment, and confinement operations within the capabilities of the AHJ's resources and personal protective equipment

15. Driver Operator

    1. Demonstrate the ability to drive a fire apparatus
    2. Demonstrate the skills required to operate a fire pump
    3. be able to perform both technical and field hydraulics

16. Command Training

    1. Demonstrate the ability to manage an emergency incident in a simulated environment
    2. Identify major concepts of human resource management and apply them to managing a fire crew
    3. Prepare after - - action reports

17. Disaster Operations

    1. Describe large disaster operations including the setting of priorities, resource management, ~~And~~ and documentation of action.

18. EMS Operations

    1. Perform EMS continuing education

2. Identify medical treatment techniques
3. Perform EMS skills maintenance

**Lab Activities:**

1. Skills Demonstration / Lab Content and Certification testing to follow:
    1. Selecting, donning, doffing, PPE and working at the scene of a Hazardous Materials/WMD incident
    2. Performing emergency decontamination
    3. Identifying action options
    4. Perform assigned tasks
    5. Perform product control techniques
    6. Evaluate and ~~Report~~ report progress at the scene of a Hazardous
    7. ~~Material~~ Materials /WMD incident
2. Wildland Skills and performance objectives
    1. ~~Wild land~~ Wildland fire behavior
    2. Recognizing hazards and unsafe situations
    3. Donning - , doffing and maintaining wildland PPE
    4. Deploying a fire shelter
    5. Maintaining suppressions and ~~wild land~~ wildland hand tools and equipment
3. Suppression performance skills and demonstrative techniques
    1. Assembling and preparing for response

2. Constructing a fire line
3. Securing a fire line
4. Reducing the threat of fire exposure in improved properties
5. Mopping up a fire area
6. Patrolling a fire area

## Methods of Instruction:

1. Audio-visual Activity - Instructor will introduce a series of audio-visual ~~video~~ videos that meet State Standards and have students ~~response~~ respond through a series of tests, manipulative skills or verbal demonstration.
2. Demonstration - Instructor, based on topics covered, will demonstrate what is expected of each student to perform and become proficient ~~at~~ .
3. Lecture - Instructor will lecture on specific mandated topics for student to comprehend and later demonstrate
4. Lab - Instructor will demonstrate each task or ~~topics~~ topic within a lab setting, which will be either a fire training tower, fire yard with fire ~~apparatus's~~ apparatuses , or other fire training ~~prop~~ props where students will then perform manipulative skills for proficiency.
5. Discussion - Instructor and student will engage in topic discussion mandated by the state. - _ By having discussions , the student will be able to provide feedback as well as receive verbal acknowledgment from the instructor that student has comprehended the lesson or topic.
6. Simulations - Students will engage in scenario - - based simulations using various ~~type~~ types of fire props and training ~~apparatus's~~ apparatuses .
7. Written Exercises - Student may be given written exercises, group written exercises covering various state - - mandated topics. - _ Student may also be given a state - - mandated test to complete as required.
8. Clinical - Students will have to perform clinical assessments as defined by ~~title~~ Title 22.
9. Instructors will use diverse methods of instruction.

## Methods of Evaluation

A. Class Participation
    1. ~~daily~~ Daily attendance
B. Class Performance
    1. ~~daily~~ Daily monitoring of performance in lab assignments
C. Exams/Tests
    1. ~~one~~ One to two exams

D. Final Performance
    1. 1 ~~Skills~~ skills test
E. Group Projects
    1. ~~one~~ One to two group projects
F. Home Work
    1. 2 to 3 assignments
G. Lab Activities
    1. 2 to 3 activities
H. Oral Presentation
    1. ~~one~~ One to two oral presentations
I. Papers
    1. ~~one~~ One term paper
J. Quizzes
    1. ~~two~~ Two to three quizzes
K. Simulation
    1. ~~three~~ Three to four simulations

## Typical Outside-of-Class Assignments

A. Other:
    1. Students will work in groups to identify proper responses to hazardous calls for service.
    2. Students will work in groups to identify specific incident command responses to different incidents
    3. Students will conduct research on proper safety and survival methods
    4. Students will read specific chapter and respond accordingly through various lab related activities.

## Textbooks (Typical):

**Textbook:**

1. William C Teie *Firefighter's Handbook On Wildland Firefighting*. 4th ed., Fire Protection Publications, 2018.
2. IFSTA *Hazardous Materials for First Responders*. ~~5th~~ 6th ed., Fire Protection Publications, ~~2017~~ 2022 .

## Other Materials Required of Students

1. All other materials related to this class will be supplied by agency.

## Equity Based Curriculum

- Methods of Instruction

## Requisite Validation

A. Non Course Requirements
    Must be a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

## General Education/Transfer

**General Education/Transfer Request**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000612025

**CB03: TOP Code**
213300 - Fire Technology

**CIP Code**

43.0203 - Fire Science/Fire-fighting

**CB04: Credit Status**
D - Credit - Degree Applicable

**CB05: Transfer Status**
C - Not transferable

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
B - Advanced 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**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: HIST 28 - History of American West

**Course Modification: HIST 28 - History of American West (Launched)**
**compared with**
**HIST 28 - History of American West (Active - Implemented 08-15-2022)**

## Admin Outline for History 28
## History of American West
**Effective:** Fall ~~2022~~ 2027

### Catalog Description:

### HIST 28 - History of American West
### 3.00 Units

A history of the trans-Mississippi West of the United States. Emphasis will be placed on Native American history and cultures, European and Anglo-American frontiers, expansion of the United States in the 19th century, and the interaction of Native American, European American, Asian American, African American and Hispanic American peoples, and the significance of the West in American history.
3 Units Lecture

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

### Course Grading:

Letter Grade Only

**Justification for course proposal**

### Discipline:

History.

### Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. ~~Upon completion of HIST 28, students will be able to explain~~ Explain the historical significance of geography and environment in the American West.
B. ~~Upon completion of HIST 28, students will be able to explain~~ Explain the historical significance of the federal government in the American West.
C. ~~Upon completion of HIST 28, students will be able to explain~~ Explain the history of the American West through analytical categories of race, class, gender, - _ ethnicity, and nationality.
D. ~~Upon completion of HIST 28, students will be able to explain~~ Explain the impact of western expansion on the economic, political, social, and cultural development - _ of the United States.
E. ~~Upon completion of HIST 28, students will be able to interpret~~ Interpret primary and secondary sources and to compose an argument which uses them, as - _ appropriate, for support.

## Course Objectives:

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

A. Identify key geographic sites (i.e., cities, mountains, rivers,) on a map, and to explain the impact of geography on the development of the West;
B. Analyze and explain the significance of the racial, ethnic, social, and cultural diversity of the peoples of the West;
C. Explain the United States' expansionist impulse and the acquisition of Mexican land in the Southwest and the Oregon Country;
D. Describe the causes and consequences of the Mexican-American War, including the role of the West in the events leading up to the Civil War;
E. Analyze the impact of the gold rush and the mining industry on the West and the nation as a whole;
F. Explain the forces behind the building of the transcontinental railroad and its effect on the West and the nation;
G. Analyze federal Indian policy and its legacy;
H. Describe the expanding cattle and farming frontiers, including how their relationship to the "populist" movement of the late 19th century.
I. Explain the nature and significance of violence in the 19th-century West
J. Identify and explain the major social, economic, and political developments in the West since the 1890s;
K. Explain the development and significance of the conservation, preservation, and environmental movements in West.
L. Analyze and explain the significance of the West in American history.

## Course Content:

1. The mythology of the West and the historical concepts of "manifest destiny" and the "frontier"

2. Geography and its importance in the development of the West

3. Native American cultural groups

4. ~~The~~ Spanish ~~Spanish~~ colonization of the West
5. The Louisiana Purchase, the Lewis and Clark expedition, the coming of the fur trade
6. American settlement of Texas, the Texan Revolution, the annexation of Texas and its impact on U.S. relations with Mexico
7. ~~U.S.~~ Mexican ~~interest~~ immigration laws and ~~acquisition of~~ the California and Oregon Trails
8. The Mormon migration to and settlement in the Great Basin
9. Mexican-American War
10. The Civil War and the American West
11. The California Gold Rush, the mining industry, labor conflict
12. The transcontinental railroad
13. Chinese and Japanese immigration ~~and settlement~~
14. Federal Indian policy: removal, reservations, extermination and assimilation, the national legacy of these policies
15. The Cattle industry and "Range Wars"
16. The Homestead Act, homesteaders, and the "populist movement"
17. Conservation, preservation, and environmental movements; federal land policies
18. The 20th Century: Progressivism, Great Depression, World War II, the Cold War Years, Civil Rights; Sagebrush Rebellion
19. Frederick Jackson Turner's "Frontier Thesis" and the significance of the West in American history

## Methods of Instruction:

1. Lecture - on major themes, events, and personalities
2. Discussion - Regular discussions of ~~significant~~ select readings and ~~controversial~~ events/issues/themes ~~issues~~ of historical significance
3. Classroom Activity - Various activities designed to develop students' critical thinking skills while going into more depth on certain topics
4. Audio-visual Activity -
5. Student Presentations -

6. Projects -
7. Guest Lecturers -
8. ~~Field~~ Written ~~Trips~~ Exercises - In-class reaction/response writing; evidence evaluation and thesis-building activities

## Methods of Evaluation

A. Class Participation
    1. weekly
B. Exams/Tests
    1. 2-3 in-class exams
C. Home Work
    1. Weekly/bi-weekly; this may include short ~~written~~ reading responses or source analysis assignments
D. Oral Presentation
    1. Once
E. Papers
    1. If assigning papers more than 1000 words, then twice per semester; shorter essays may be assigned ~~4~~ 2 - ~~5~~ 3 times per semester.
F. Quizzes
    1. Weekly/bi-weekly; plus a map quiz
G. Research Projects
    1. One per semester if assigned (in lieu of shorter papers)
H. Simulation
    1. 1-2 simulations per semester; simulations typically include an oral presentation and written assignment component

## Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. Drawing upon the Introduction and primary source documents in Violence in the West , write an essay of approximately 1,000 words that compares and contrasts the nature of violence in the Colorado Coal and Fuel Strike and the Johnson County War. Your analysis must address the causes of violence; the nature of violence; how the use of violence was justified and critiqued; and how these violent episodes challenge the myth of the “Wild West.” Your essay must cite evidence from at least five primary source documents.

B. Reading :

1. Reading Response:

1. ~~Read~~ "The Unnatural History of the Lewis and Clark Bicentennial" by Mark Spence and ~~be~~ write ~~prepared~~ a ~~to~~ response ~~discuss~~ that ~~1)~~ answers the following questions:

    1. What is Spence's thesis ?

    2. Identify ~~and~~ three ~~2)~~ specific examples that the author uses to support his thesis.

    3. In your own words, explain the historical significance of the Lewis and Clark Expedition.

2. ~~Writing, problem solving or performance~~

    1. ~~After reading the Introduction and Documents #6, 8, and 11 in Violence in the West, write a short essay (500-750 words) that analyzes homesteaders' justifications for the use of violence in the "Johnson County War." You must cite at least three specific examples from the documents in your essay.~~

## Textbooks (Typical):

**Textbook:**

1. Elliot West *Continental Reckoning: The American West in the Age of Expansion.* , University of Nebraska Press, 2023.
2. Robert Hine, John Mack Faragher , Jon T. Coleman *The American West* ~~.~~ . Second ed., Yale University Press, 2017.
3. Anne Hyde *Empires, Nations, and Families: A History of the North American West 1800-1860.* First ed., University of Nebraska Press, 2011.
4. John Neihardt *Black Elk Speaks The Complete Edition.* First ed., University of Nebraska Press, 2014.
5. Mary Ann Hafen *Recollections of a Handcart Pioneer of 1860.* Third ed., University of Nebraska Press, 2004.
6. Robert V. Hine, John Mack Faragher *Frontiers: A Short History of the American West.* First ed., Yale University Press, 2008.
7. Richard White *"It's Your Misfortune and None My Own": A New History of the American West.* First ed., University of Oklahoma Press, 1991.
8. Marilynn S. Johnson *Violence in the West: The Johnson County Range War and the Ludlow Massacre.* First ed., Waveland Press, 2014.
9. Herbert G. Ruffin II, Dwayne A. Mack *Freedom's Racial Frontiers: African Americans in the 20th-Century West.* First ed., University of Oklahoma Press, 2018.

## Other Materials Required of Students

1. Additional readings (i.e., articles and primary source documents) and any other material provided by the instructor through the course learning management system..

## Equity Based Curriculum

- Course Content
- ~~Methods~~ Student ~~of~~ Learning ~~Instruction~~ Outcomes
- ~~Methods of Evaluation~~
- - Typical Texts Textbooks/Materials

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
Hist 28 is one of just three active history courses that is not approved for distance education. We feel that being able to offer this course in DE format will provide more flexibilty in terms of meeting program needs and student demand/needs.

**Explain how the decision was made to offer this course in a Distance Education mode.**
This decision was made after a discussion with my collegue in the History Program.

**Accessibility:**

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

**Syllabus:**
**Course Objectives:**

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.

- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

## DE Course Interaction

**Instructor-Student Interaction**

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** At least one discussion forum 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 per each module for assignments and quizzes; feedback for exams within two weeks of the exam
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Regular weekly announcements; plus additional announcements as needs/opportunites arise
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** If offered partially online, students will come to campus at least once per semester for activities and/or assessments.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** Weekly

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Weekly; this includes posting a "student-to-student" questions forum in the course LMS.
- **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 discussion forum 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:** At least one discussion per module
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Exams for each unit; quizzes for each module
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Lectures for each module
- **Other:**
  **Frequency:** There will be regular written assignments. These may take the forum of "homework" assignments for each module or longer papers/essays that cover multiple modules.

## General Education/Transfer

**General Education/Transfer Request**

Cal-GETC

- 4 - Social and Behavioral Sciences - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved
- 4 - Social and Behavioral Sciences - Approved

UC Transfer

- Transfers to UC - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000349169

**CB03: TOP Code**

220500 - History

**CIP Code**

54.0101 - History, General

**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**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: HIST C1002 - United States History since 1865

**Course Modification: HIST C1002 - United States History since 1865 (Launched)**
**compared with**
**HIST C1002 - United States History since 1865 (Active - Implemented 08-15-2026)**

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## Admin Outline for History C1002
## United States History since 1865
**Effective:** Fall ~~2026~~ 2027

### Catalog Description:

### HIST C1002 - United States History since 1865
### 3.00 Units

This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. ~~Emphasis~~ It ~~on~~ traces ~~distinctively~~ developments ~~American~~ in ~~patterns~~ the following areas: political thought; the Constitution and the role of ~~political,~~ the ~~economic,~~ federal ~~social,~~ government; ~~intellectual~~ economy and technology; society and culture; geographic ~~developments, the framework of~~ regions; California state and local government ~~,~~ ; and foreign policy and international relations. The course also focuses on social movements and the ~~relationship~~ diversity ~~between~~ of ~~state/local~~ the ~~government~~ American experience based on race, ethnicity, gender, and ~~the federal government~~ class .

3 Units Lecture

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

### Course Grading:

Letter Grade Only

**Justification for course proposal**

### Discipline:

History.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. ~~Analyze~~ Demonstrate ~~major~~ the ~~political~~ ability ~~trends,~~ to ~~attitudes, conflicts,~~ analyze and ~~events~~ interpret ~~- including both mainstream~~ primary and ~~reform efforts~~ secondary ~~- and to explain their historical significance~~ sources .

B. ~~Explain~~ Compose ~~America's~~ an ~~growth~~ argument ~~in~~ which ~~a~~ uses ~~global~~ supportive ~~context.~~

C. ~~Explain the major social, cultural, economic, and technological developments in United States History since Reconstruction, their causes and effects, and their historical significance~~ evidence .

D. Explain U.S. History through analytical categories ~~of~~ such as race, class, gender, sexuality, and ethnicity.

E. ~~Interpret~~ Explain ~~primary~~ economic, political, and ~~secondary~~ cultural ~~sources~~ developments as well as social movements and assess their historical significance.

F. Analyze and explain the relevance of Modern American History to ~~compose~~ the ~~an~~ present ~~argument which uses them, as appropriate, for support~~ day .

## Course Objectives:

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

A. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence

B. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity

C. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance

D. Analyze the relevance of Modern American History to the present day

E. Discuss and explain the history of the United States from 1877 to the present

F. Analyze the rise and expansion of industrial capitalism and the economic transformations of the 20th and early 21st centuries

G. Discuss the political philosphies of the framers of the U.S. Constitution and the role of these ideas in modern American politics

H. Explain the ways in which economic, social, and political developments affected different geographic regions of the United States

I. Trace the development and nature of United States foreign policy from the Gilded Age through the era of Globalization and identify its economic and ideological roots and significant features, including change and continuity

J. Discuss and explain post-Civil War U.S. expansionism, wars, and geo-political influence; evaluate the impact of U.S. foreign policy both domestically and internationally

K. Identify and analyze the nature and context of post-Civil War and 20th century amendments to the United States and California State constitutions

L. Discuss and evaluate the ways in which 20th century amendments, as well as key federal court decisions of the era, addressed the rights and obligations of citizens under the U.S. Constitution

M. Discuss and explain the impact of California state legislation, court decisions, and political ideology on national and state political and social developments
N. Define and ~~cricially~~ critically evaluate the nature and processes of California state and local government
O. Identify and discuss the relationships between and among state, local, and federal government

## Course Content:

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South
    1. The African-American experience during Reconstruction
    2. Reconstruction ~~constitutional~~ Constitutional ~~amendments~~ Amendments and their legacy
        1. ~~From classical to modern liberalism~~
        2. ~~Federal power over state's rights~~
    3. The post-Reconstruction South
        1. ~~African American disfranchisement and Jim Crow policies~~
        2. The "New South " and the emergence of "Jim Crow"
        3. Black southerners' responses to "Jim Crow "
3. Immigration, industrialization, and urbanization in the Gilded Age
    1. California Constitution of 1879
        1. Anti-Chinese movement and the Chinese Exclusion Act
    2. Industrial capitalism and corporate America
        1. ~~Age~~ The rise of Big Business and the ~~"Robber~~ problem ~~Barons"~~ of monopolies
        2. Gilded Age Politics: Parties, corruption, key legislation
        3. Experiences of industrial working ~~class~~ classes
        4. ~~Plight~~ Rural ~~of~~ America and the ~~farmers~~
        5. ~~Class conflict~~
        6. Populist ~~revolt~~ movement
    3. The "New" Immigration
        1. ~~Experiences~~ Immigrant strategies, experiences, and ~~contributions of diverse European groups~~ cultures
    4. ~~Rise~~ Urban ~~of the city~~ Growth
        1. ~~National~~ Technology and urban ~~culture and machine politics~~ expansion
4. Closing of the frontier and Resistance of Indigenous Peoples

1. Homesteaders, Railroads, and Industrialization

2. Federal Indian Policies

3. Native American resistance and survival

5. Progressive Era Reform Movements
    1. Progressive reformers and ~~reforms~~ areas of reform

    2. California, the West, and progressivism

    3. Progressivism and social movements
        1. ~~Government~~ The ~~regulations~~ NAACP, Black Clubwomen, and civil rights
        2. Women's ~~suffrage~~ social, ~~movement~~ economic, and political rights
        3. ~~California~~ The labor movement and ~~Progressive~~ industrial ~~politics, city and state~~

        4. ~~California and U.S. Constitutional Amendments~~

    4. ~~Movements for racial and class justice~~

        1. ~~African American civil rights and NAACP~~

        2. ~~Socialist Party and the IWW~~ freedom
6. Imperialist expansion and emergence of the United States as a world power
    1. Spanish-American ~~-Cuban-Filipino~~ War and the "Imperialist" debate
    2. ~~Anti-imerialist~~ The ~~movement~~ Roosevelt Corollary and U.S. intervention in Latin America
7. World War I
    1. American Neutrality and Woodrow Wilson ~~and~~ 's 14 Points

    2. The League of Nations debate

    3. Economic, political, and social developments within the U.S.

    4. The war and civil liberties
8. Post-War America and the 1920s
    1. Postwar Red Scare

    2. Consumer culture and the "Roaring Twenties"

    3. The "New Woman"

4. The Great Migration, Harlem Renaissance, and the "New Negro"
5. Cultural conflict and the "Second" KKK
6. Immigration restriction

9. The Great Depression and the New Deal
    1. ~~Consumer~~ Economic ~~culture~~ problems and ~~"Roaring"~~ the ~~Twenties~~
        1. ~~The "New Woman"~~
    2. ~~African American Great Migration and Harlem Renaissance~~
    3. ~~Immigration reform~~
        1. ~~Xenophobia and KKK~~
        2. ~~Clash of cultures~~
    4. Stock ~~market mania and Great~~ Market Crash of 1929;
    5. ~~Onset~~ The impact of the Great Depression
        1. ~~Unemployment~~ on Americans of different class, racial, and ~~dislocation~~ ethnic backgrounds
        2. ~~Dust~~ The ~~Bowl migration to California~~
        3. ~~Bonus Army~~
        4. ~~Election~~ impact of ~~FDR~~ the Great Depression and New Deal in the South and West
    6. The First and Second New Deal
    7. New Deal Critics
    8. The New Deal 's impact and ~~its challengers~~
        1. ~~Communist Party~~
        2. ~~Upton Sinclair's gubernatorial campaign in California~~
        3. ~~Huey Long~~
        4. ~~Business opposition~~

9. ~~Rise of Imperial Japan and Nazi Germany~~

    1. ~~Isolationism in America~~

legacies

10. World War II and Its Aftermath
    1. ~~Arsenal of Democracy; mobilizing for war;~~
    2. U.S. ~~in~~ isolationism ~~a~~ during ~~two-theater~~ the 1930s
    3. Pearl Harbor and mobilization for war
    4. The European and Pacific theaters of war
    5. The use of atomic bombs
    6. The homefront
        1. ~~The~~ Economic ~~war~~ and ~~in~~ Demographic ~~Europe~~ developments
            1. California and the ~~war in the Pacific;~~

        2. ~~The war at home~~
            1. ~~Federal government power~~
                1. ~~Migration~~ West
                2. ~~Economic change~~

            2. ~~California and defense industries~~
            3. Experiences of women and racial/ethnic minorities ~~in~~ during the war ~~and the homefront~~
                1. Japanese internment
                2. Bracero program
                3. Double-V campaign and the March on Washington Movement

4. "Rosie the Riveter"

7. ~~Planning~~ U.S. ~~a~~ efforts to shape the postwar world
    1. United Nations
    2. and Bretton Woods
    3. ~~Yalta Conference~~
8. ~~Atomic bombs, peace, and division of Europe and Asia~~
9. ~~Containment policy and interventionism abroad, anti-Communism at home~~

11. Cold War Era
    1. ~~Cold~~ Truman, ~~War mobilization and Korean War~~
        1. ~~Military-industrial complex~~
    2. ~~Kennedy~~ Kennan, and the policy of containment
    3. NSC-68, Cold War
        1. ~~Cuban~~ ~~revolution~~ defense spending, and ~~missile~~ the ~~crisis~~ Korean War
    4. The Bay of Pigs Invasion and the Cuban Missile Crisis
12. Civil Rights Movements
    1. African American civil rights movement
        1. ~~Brown~~ Black ~~v. Board~~
        2. ~~1964 Civil Rights Act~~
        3. ~~Persistent inequality~~ Nationalism and ~~rise~~ the ~~of~~ Black ~~black~~ Power ~~power and black nationalism~~

    Movement
    2. Second-wave feminism
        1. ~~"Feminine mystique"~~
        2. ~~"The personal is political"~~
        3. ~~Griswold v. Connecticut~~

3. ~~Cesar Chavez and the farm workers~~ Farmworkers movement
4. Chicano movement
5. ~~Native~~ American ~~American~~ Indian movement
6. ~~AIM~~

7. ~~Alacatraz occupation~~

8. Gay ~~rights~~ liberation movement
9. Asian American movement

10. ~~Attica riot and prisoner's rights~~
11. Environmental movement

13. Vietnam, the Great Society, and the Transformation of America
    1. Economic, Social , and cultural ~~trends~~

        1. ~~Economic~~ developments ~~growth~~ of the 1950s and ~~consumerism~~ 1960s
            1. ~~Baby~~ The ~~boom~~

            2. ~~Sububurnization~~

            3. ~~Conformity~~

        2. ~~California~~ West and the emergence of the " sunbelt ~~migration~~ "

    2. The Great Society
    3. The Vietnam ~~war~~ War

        1. The "Domino Theory" and the Americanization of the War

        2. The New Left, Counterculture, and anti-war movement

            1. ~~the New Left~~

            2. ~~The counter culture~~

        3. ~~Johnson~~ 1968 and the ~~Great~~ fracturing ~~Society~~ of the Democratic Party coalition
    4. From Nixon to Reagan
        1. The Nixon presidency
            1. ~~Detente~~ Détente , ~~relations~~ the ~~with~~ Soviet Union, and China
            2. End of Vietnam War
            3. Watergate

2. ~~New~~ Deindustrialization, ~~economic realities~~
    1. ~~Deindustrialization~~
    2. ~~Energy crises~~
    3. ~~Decline of unions~~
    4. ~~Widening gap between rich~~ Stagflation, and ~~poor~~

3. ~~Tax~~ the ~~revolt~~ Energy ~~and new conservatism~~
    1. ~~California's Proposition 13~~
    2. ~~Anti-ERA~~
    3. ~~Rise of religious right~~

Crisis

4. Carter presidency and foreign affairs
    1. Camp David Accords
    2. Iran hostage crisis
    3. ~~Olympic Games politics~~
    4. Soviet invasion of Afghanistan
5. The Reagan "Revolution"
    1. The Rise of the " ~~Reaganomics~~ New Right"
        1. The ERA , ~~"~~ ~~neo-conservatism,~~ Roe v. Wade
        2. The Religious Right
        3. Prop. 13 and ~~revival~~ the ~~of~~ Tax ~~Cold War~~ Revolt
    2. "Reaganomics"
    3. Iran-Contra scandal
    4. ~~End~~ Reagan, Gorbachev, and the end of Cold War
5. Entering the New Millennium
    1. Persian Gulf War
    2. Clinton presidency

1. Globalization, the tech boom, and the "new economy "
2. NAFTA and welfare reform
3. The "Contract With America "
4. Impeachment crisis
5. Rise of terrorism at home and abroad

6. Twenty-first century and the recent past
    1. Election of 2000
        1. 9/11 and the "War on Terror"
        2. Wars in Iraq and Afghanistan
    2. America's increasing racial and ethnic diversity
        1. "Culture wars" in academia and society
        2. The advance of LGBT rights in California and the nation
    3. The Great Recession
    4. The Obama presidency
    5. The Trump presidency

## Methods of Instruction:

1. Lecture - on major themes, events, and personalities
2. Discussion - of significant issues, especially those of contemporary relevance
3. Audio-visual Activity - In-class and home use of appropriate audio-visual materials
4. Classroom Activity - may include, but are not limited to, similations, role-playing, and debates on major historical issues/problems and turning points
5. Readings from the text or supplementary materials on reserve in the library
6. Written assignments

## Methods of Evaluation

A. Class Participation
    1. weekly
B. Exams/Tests
    1. 2-3 exams including essay questions and short answer/multiple choice questions
C. Home Work
    1. weekly or bi-weekly
D. Oral Presentation
    1. Once per term if assigned
E. Papers
    1. Essays: twice per semester for essays of 4-7 pages in length; 4-5 for shorter essay assignments
F. Quizzes
    1. Weekly or bi-weekly quizzes of reading/lecture material
G. Research Projects
    1. Once - if not assigning shorter written assignments

H. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

## Typical Outside-of-Class Assignments

A. Reading:
   1. ~~"America's~~ Primary ~~Rise~~ Source ~~to~~ Analysis. ~~Globalism."~~ Students ~~After~~ will ~~reading~~ read ~~this~~ and ~~chapter~~ analyze a primary source , ~~identify~~ considering the ~~factors~~ following ~~that~~ elements: ~~led~~ author/creator; ~~to~~ purpose; ~~United~~ intended ~~States~~ audience; ~~imperialism~~ and date/historical context . ~~Explain the response~~ Examples of ~~the American people and other nations to this development.~~

   2. ~~Primary~~ primary source readings ~~including~~ include, but are not limited to, John Marshall Harlan, Dissent in Plessy v. Ferguson; Bartolomeo Vanzetti's Last Statement in Court; Allen Ginsberg, "*Howl*;" The National Organization for Women 1966 Statement of Purpose.

   3. Reading Response. After reading the chapter, "America's Rise to Globalism," identify the key factors that led to United States imperialism. and explain how various Americans responded to American territorial acquisitions and foreign intervention.

B. ~~Writing~~ Research :
   1. Research and write an essay/paper (five to seven pages) pertaining to one of the areas discussed in this course (e.g. the ~~effect~~ Spanish ~~of~~ American War and the ~~Roosevelt~~ debates ~~Corollary~~ over ~~on~~ territorial ~~American~~ acquisition; ~~foreign policy, the~~ The decision to drop the Atomic ~~Bomb,~~ Bombs ~~the~~ during ~~end~~ WWII; The origins of the Cold War ~~;~~ ; The evolution of any social movement covered in the class); California's historic role in shaping national politics). Cite your references in the proper ~~MLA~~ Turabian/Chicago ~~or~~ Manuel ~~APA~~ of Style format.

C. ~~Other~~ Writing :
   1. ~~Small-group~~ Drawing ~~discussion~~ upon ~~of~~ lectures, ~~written~~ class ~~assignments~~ discussions, and ~~lectures:~~

      1. ~~Students~~ assigned readings, students will ~~discuss~~ write an analysis of Ronald Reagan's campaign for governor of California in 1966 and how his focus on "the mess at Berkeley" (the Free Speech and anti-Vietnam War movements) helped to shape a new cultural conservatism in late-20th century American political discourse.

## Textbooks (Typical):

**OER:**

1. Joseph Locke and Ben Wright *The American Yawp.*, Stanford University Press , 2026 . .

,

2. Corbett, P. Scott, Janssen Volker, John Lund *U.S. History OpenStax Free Textbooks Online.*, 2024. .

**Textbook:**

1. Carnes, Mark C. and John A. Garraty *The American Nation.*, Pearson, 2021.
2. Faragher, John Mack, Mari Jo Buhle, et al. *Out of Many: A History of the American People.*, Pearson, 2021.
3. Foner, Eric, Kathleen DuVal, and Lisa McGirr *Give Me Liberty!.*, W.W. Norton Company, ~~2022~~ 2026 .
4. Goldfield, David, Carol Abbott, et al. *The American Journey.*, Pearson, 2021.
5. Kamensky, Jane, Carol Sheriff, et al. *A People and a Nation: A History of the United States.*, Cengage, 2017.
6. Kennedy, David M. and Lizabeth Cohen *The American Pageant.*, Cengage Learning, 2024.
7. Murrin, John, Pekka Hämäläinen, et al. *Liberty, Equality, Power.*, Cengage Learning, 2019.
8. Nash, Gary, Julie Roy, et al. *The American People: Creating a Nation and a Society.*, Pearson, 2023.
9. Roark, James L., Michael P. Johnson, et al. *The American Promise.*, Bedford/St. Martin's, 2022.
10. Tindall, George Brown and David E. Shi *America: A Narrative History.*, W.W. Norton & Company, 2022.
11. Supplemental Options.
12. Calloway, Colin G. *First Peoples: A Documentary Survey of Native American History.*, Bedford/St. Martin's, 2024.
13. Brown, Leslie, Jacqueline Castledine, et al. *U.S. Women's History: Untangling the Threads of Sisterhood.*, Rutgers University Press, 2017.
14. DuBois, Ellen and Lynn Dumenil *Through Women's Eyes, Combined Volume: An American History with Documents.*, Macmillan Learning, 2024.
15. White, Deborah Gray, Mia Bay, et al. *Freedom on My Mind: A History of African Americans, with Documents.*, Macmillan Learning, 2020.
16. Kendi, Ibram X. Christopher Dontrell Piper, et al. *Stamped from the Beginning: The Definitive History of Racist Ideas in America.*, Bold Type Books, 2017.
17. Choy, Catherine Ceniza, Cindy Kay, et al. *Asian American Histories of the United States.*, Beacon Press, 2023.
18. Ling, Huping *Asian American History.*, Rutgers University Press, 2023.
19. Gonzales, Manuel G *Mexicanos, Third Edition: A History of Mexicans in the United States.*, Indiana University Press, 2019.

**Other Learning Materials:**

1. Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.
2. Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

## Other Materials Required of Students

1. Required readings also include a variety of supplemental materials, including primary source documents. .

## Equity Based Curriculum

- Course Content
- Methods of Instruction
- ~~Typical Texts~~ Textbooks/Materials

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
This course was previously approved for Distance Education and has been offered in Distance Education mode for several years. I've updated the DE proposal to align with the way the course has been taught and to align with the distance education standards of more recently developed distance education courses in our program.

**Explain how the decision was made to offer this course in a Distance Education mode.**
This decision was made in consulation among full-time faculty in the history program when completing DE Addendums for other history courses in the summer of 2020.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Weekly per the instructor's 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 discussion forum 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 for each module assignment/forum post; feedback for exams within two weeks of the exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** There will be a regular weekly announcement, plus additional announcements as needs/opportunities arise
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** If the course is offered partially online, students will come to campus at least once per semester for activities and/or assessments.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Weekly; this can be accomplished by the use of a student-to-student forum.
- **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 discussion forum per module
- **Other:**
  **Frequency:** Depending on the instructor's teaching method, they may implement other methods of student-to-student interaction, including, but not limited to: group work; web conferencing; wiki pages.

**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 discussion board per module
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Quizzes for each module; exams for each unit
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Lectures for each module
- **Other:**
  **Frequency:** Written assignments: once per module for short assignments; once per unit for larger assignments - papers/essays/oral presentations.

## General Education/Transfer

**General Education/Transfer Request**

Cal-GETC

- 3B - Humanities - Approved
- 4 - Social and Behavioral Sciences - Approved

CSU American Institutions

- US1 - American History - Approved
- US3 - California State and Local Government - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved
- 4 - Social and Behavioral Sciences - Approved
- 9 - American Institutions - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: HIST 140 - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000359678

**CB03: TOP Code**

220500 - History

**CIP Code**

54.0101 - History, General

**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**

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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

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: KIN 19 - Care and Prevention of Athletic Injuries

**Course Modification: KIN 19 - Care and Prevention of Athletic Injuries (Launched)**
**compared with**
**KIN 19 - Care and Prevention of Athletic Injuries (Active - Implemented 08-21-2024)**

## Admin Outline for Kinesiology 19
## Care and Prevention of Athletic Injuries
**Effective:** Fall ~~2024~~ 2027

### Catalog Description:

### KIN 19 - Care and Prevention of Athletic Injuries
### 3.00 Units

This course provides an introduction to the principles and scientific foundations of athletic training. Examination in the techniques used in the prevention of athletic injuries, including taping, bandaging, and strapping , along with how to recognize and evaluate basic signs and symptoms associated with common injuries. Establishing a plan of care that includes rehabilitative exercise will also be studied. - _ Legal and ethical issues, professionalism, organization and administration of a sports medicine facility. This course is focused on preparing those interested in becoming Athletic Trainers and Coaches.
2 Units Lecture 1 Units Lab

**Prerequisite(s):**

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

- KIN 17

| | |
|---|---|
| **Total Lecture Hours** | 36 |
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 90 |
| **Total Outside of Class Hours** | 72 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

~~Letter Grade Only~~ Optional

**Justification for course proposal**

## Discipline:

Athletic Training.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Evaluate and recognize injury conditions.
B. Describe methods for treating and rehabilitating athletic injuries.
C. Design a basic rehabilitation program.

## Course Objectives:

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

A. Explain common causes of athletic injuries, and the physiological process
B. Analyze and manage specific injuries and conditions
C. Apply therapeutic modalities and accurately describe parameters used
D. Evaluate and identify conditions of specific body parts/areas
E. Describe the rehabilitation process of common athletic injuries and conditions
F. Apply taping or wrapping techniques for common injuries
G. Describe conditioning programs for different sports during various seasons
H. Identify potential injury hazards and the steps taken to prevent injury
I. Explain psychological considerations when treating injured athletes

## Course Content:

**Lecture:**

1. General Considerations
    1. Laws of physiology
    2. Causes of athletic injury
    3. Recognition, evaluation and general care of athletic injuries
    4. Identify the health care services in sports and the role of the athletic trainer
2. Recognition and Management of Specific Injuries and Conditions
    1. Sprains
    2. Strains
    3. Contusions
    4. Joint separations
    5. Joint dislocations
3. Demonstration and Application of Therapeutic Modalities
    1. Cyrotherapy
    2. Hydrotherapy
    3. Massage
    4. Thermotherapy

5. Electrical therapy

4. Conditions (Evaluation and Diagnosis)
    1. Foot, ankle, lower leg
    2. Knee
    3. Thigh, hip, buttocks, groin
    4. Abdomen and back
    5. Neck and head
    6. Shoulder and upper arm
    7. Elbow, forearm, wrist and hand
    8. Heat related illnesses
    9. Concussions
5. Discussion of Rehabilitation
    1. In relation to sprains, strains, contusions, joint separations and joint dislocations.
6. Taping and Wrapping
    1. Practical application in all phases of prophylactic taping
7. Conditioning
    1. Discussion of various conditioning programs:
        1. General
        2. Pre-season
        3. In-season
        4. Post-season
        5. Off-season
8. Prevention of Injury
    1. Discussion of the preventative measures taken to minimize athletic injuries
        1. Proper fitting of protective sports equipment
        2. Field conditions
9. Psychological Aspects of Sport Injury
    1. Stress in sports
    2. Reacting to athletes with injuries

**Lab Activities:**

1. Treatment Choice and Parameters of Therapeutic Modalities
    1. Cyrotherapy
    2. Hydrotherapy
    3. Massage
    4. Thermotherapy
    5. Electrical therapy

2. Evaluation and Differential Diagnosis Using Evidence and Special Tests
    1. Foot, ankle, lower leg
    2. Knee
    3. Thigh, hip, buttocks, groin
    4. Abdomen and back
    5. Neck and head
    6. Shoulder and upper arm
    7. Elbow, forearm, wrist and hand
    8. Heat related illnesses
    9. Concussions

3. Treatment Parameters of Injuries and Conditions
    1. Sprains
    2. Strains
    3. Contusions
    4. Joint separations
    5. Joint dislocations

## Methods of Instruction:

1. Lab
2. Observation

3. Guest Lecturers
4. Demonstration
5. Classroom Activity - Skill-building exercises
6. Discussion - Small group or directed class discussion
7. Lecture
8. Research - Outside research
9. Collaborative Group Work

## Methods of Evaluation

A. Exams/Tests
    1. Mid Term and Final Exam
B. Home Work
    1. Discussion Boards and Chapter Assignments, typically 1 per module, video uploads
C. Quizzes
    1. 1 Per Module
D. Research Projects
    1. 1 Research Paper

## Typical Outside-of-Class Assignments

A. Other:
    1. Reading/Writing:
        1. Assessment tools that demonstrate writing skill and/or require students to select, organize and explain ideas in writing.
            1. Research papers from selected readings
    2. Problem solving:
        1. Assessment tools, other than exams,that demonstrate competence in computational or non-computational problem solving skills.
    3. Skill Demonstrations:
        1. All skill-based and physical demonstrations used for assessment purposes including skill performance exams
            1. Class performances
            2. Performance exams
            3. Quizzes
            4. Taping practicum.
    4. Exams:
        1. All forms of formal testing, other than skill performance exams.
            1. Multiple choice
            2. True/false
            3. Matching items
            4. Completion

## Textbooks (Typical):

**Textbook:**

1. William Prentice *Principles of Athletic Training*. 17th ed., McGraw Hill , 2022.
2. Jim Clover *Sports Medicine Essentials*. 3rd ed., Cengage, 2016.
3. Chad Starkey, Sara Brown *Examination of Orthopedic and Athletic Injuries* . 4th ed., FA Davis, 2015.
4. Leamor Kahanov, Ellen Payne *Athletic Training and Therapy, Foundations of Behavior and Practice*. 1 ed., Human Kinetics, 2022.

## Other Materials Required of Students

1. ~~Competency in use of PC/Mac, Blackboard and the Internet..~~

## Equity Based Curriculum

- Methods of Instruction

## Requisite Validation

A. KIN 17

Content Review

Required

- Debate legal and ethical issues in the field of athletic training
- Differentiate the skills necessary to tape or brace an athletic injury
- ~~Debate legal and ethical issues in the field of athletic training~~

Recommended

- Evaluate effective communication strategies with the sports medicine department
- Design general organization and administration of a sports medicine facility
- Analysis of the nature of injury
- Distinguish the psychological considerations when working with athletes
- Demonstrate proper injury prevention techniques
- Ilustrate the principles of therapeutic modalitites
- Describe the history of the athletic training profession, define the role of an ATC
- Categorize the educational preparation necessary to become a Certified Athletic Trainer

## DE Proposal

Delivery Methods

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

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

Rationale for DE

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

To serve the ever-changing students' needs and demands.

**Explain how the decision was made to offer this course in a Distance Education mode.**
This course should be offered online for the flexibility and convenience of online learning and to accommodate and support students in their academic efforts.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 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: 1 or as needed

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings. Frequency: Approximately 4
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** The instructor will give feedback on assignments, quizzes and exams as needed to provide additional support and encourage success. Frequency: 1 or as needed
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Regular announcements that are academic in nature will be posted to the class. Frequency: Approximately 4 or as needed

**Student-Student Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings. Frequency: Approximately 4
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** Students will work in groups/partners on a project related to the class and present/post it for the rest of the class Frequency: 1

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Students will post to the discussion board, answering questions on course content posed by the instructor. Frequency: Approximately 2
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** 1 paper will be written on various topics. Frequency: 1
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Quizzes will be used to make sure students completed assigned material and understood it. Frequency: Approximately 12
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Video will be used to demonstrate procedures and to help students visualize concepts. Frequency: Approximately 6

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC

## 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.**
**Credit-by-Military-JST** Yes
**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.**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000584334

**CB03: TOP Code**
122800 - Athletic Training and Sports Medicine

**CIP Code**
51.0913 - Athletic Training/Trainer

**CB04: Credit Status**
D - Credit - Degree Applicable

**CB05: Transfer Status**
B - Transferable to CSU only.

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
D - Possibly Occupational

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

**CB11: Course Classification Status**

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

**CB21: Course Prior to College**
Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: LIBR 1 - Working with Sources

**Course Modification: LIBR 1 - Working with Sources (Launched)**
**compared with**
**LIBR 1 - Working with Sources (Active - Implemented 08-15-2021)**

## Admin Outline for Library Studies 1
## Working with Sources
**Effective:** Fall ~~2021~~ 2027

### Catalog Description:

### LIBR 1 - Working with Sources
### 1.00 Units

Introduction to using sources as supporting documentation in a college - _ level research project. - _ Teaches the skills needed to successfully find, evaluate, use, cite, and document information using library and open web sources. - _ Focus on identifying appropriate sources and proper use of sources. - _ Students will learn to distinguish between source types, how to avoid plagiarism, and how to use sources in their research projects.
1 Units Lecture

| | |
|---|---|
| **Total Lecture Hours** | 18 |
| **Total Inside of Class Hours** | 18 |
| **Total Outside of Class Hours** | 36 |
| **Total Student Learning Hours** | 54 |

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Library Science.

### Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Examine sources for characteristics that will impact its value as a research source; such as ; currency, authorship, authority, relevance, bias, and purpose.
B. Formulate citations in the appropriate format and style.
C. Identify main ideas to be extracted from the information gathered.

## Course Objectives:

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

A. Determine the most appropriate search tool to fill a particular information need
B. Formulate effective search statements for locating information
C. Select appropriate sources for a particular information need
D. Distinguish between popular and scholarly sources
E. Select suitable information from a source to incorporate into a research project
F. Determine reliability, validity, accuracy, authority, timeliness, and objectivity of a source
G. Choose an appropriate method (direct quote, paraphrase, or summarize) of incorporating types information into a research project
H. Cite in the proper format
I. Identify common citing errors

## Course Content:

1. Library Orientation
    1. Purpose
    2. Materials
    3. Locations
    4. Services
2. Search Tools
    1. Open Web
    2. Library Catalog
    3. Library Databases
3. Source Types
    1. Reference Materials
    2. Books
    3. Audiovisual
    4. Articles
    5. Webpages
4. Evaluation Criteria for Sources
    1. Appropriateness
    2. Reliability
    3. Validity
    4. Accuracy
    5. Authority
    6. Timeliness

7. Objectivity

5. Incorporating Sources
    1. Choosing information from source
    2. Choosing how to incorporate
    3. Quoting
    4. Paraphrasing
    5. Summarizing
6. Citing Sources
    1. Purpose (ethical, social, and legal issues)
    2. Styles
    3. In-Text
    4. Full Citations
    5. Bibliographies (Annotated, Works Cited, & References)
    6. Citation Creation and Management Tool
    7. Common Errors

## Methods of Instruction:

1. Research -
2. Lecture -
3. Demonstration -
4. Discussion -
5. Projects -
6. Reading Assignments

## Methods of Evaluation

A. Class Participation
    1. weekly participation
B. Home Work
    1. weekly assignments
C. Quizzes
    1. minimum of one per semester
D. Research Projects
    1. minimum of one per semester

## Typical Outside-of-Class Assignments

A. Other:
    1. Discussion
        1. Differences between library materials and open web materials.
        2. Appropriate use of scholarly and popular articles.
        3. Determining the best search tools based on different information needs.
        4. The quality and use of different sources based on evaluation criteria.
    2. Demonstrate
        1. A search tool's benefits and limitations.

2. Identification of the various components of an information source and introduction of relevant evaluation criteria.
3. Retrieval of appropriate information sources given a topic.

3. Assignments
    1. Quote, paraphrase or summarize selected information with proper in-text citations from specific sources.
    2. Prepare a bibliography on a topic using proper format.

## Textbooks (Typical):

**OER:**

1. Walter D. Butler; Aloha Sargent; and Kelsey Smith *Introduction to College Research.* , Academic Senate for California Community Colleges' Open Educational Resources Initiative (ASCCC OERI), 2021. https://pressbooks.pub/introtocollegeresearch/.

**Textbook:**

1. ~~Diana~~ Mike ~~Hacker, Barbara Fister~~ Palmquist ~~*Research and Documentation in the Digital Age .* *7th ed.,*~~ *The* Bedford ~~*/St. Martin's , 2019.*~~
2. ~~*M. Upson, C. M. Hall, K. Cannon*~~ *Information now: A graphic guide to student research.* ~~*1st ed., The University of Chicago Press, 2015.*~~
3. ~~*Modern Language Association of America*~~ *MLA handbook* *Researcher* . 8th ed., ~~The~~ Macmillan ~~Modern Language Association of America~~ Learning , ~~2016.~~
4. ~~American Psychological Association~~ Publication manual of the American Psychological Association. ~~7th ed., American Psychological Association, 2020~~ 2024 .

## Other Materials Required of Students

1. ~~Print card. .~~
2. ~~Student ID Card.~~
3. Computer access.
4. Internet access.

## Equity Based Curriculum

- Textbooks/Materials

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

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

This course should be offered in DE mode in order to meet the needs of our students, many who commute and work. Updating this course to be offered via DE will provide another avenue for our students to access our courses and be successful.

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

In collaboration with the librarians and library coordinator, the decision was made to offer this course in DE mode in order to allow for the most flexibility for our students' learning and success.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

### Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Minimum of twice per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Minimum of twice 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 provided on each graded assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least once every week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** As needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** For hybrid or OFI courses, minimum of once per semester.
- **Other:**
  **Frequency:** Demonstration: Minimum of once per semester.

### Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Minimum of once per semester.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Minimum of twice 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:** Minimum of once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Minimum of once per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Minimum of one per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Minimum of one per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Minimum of once per semester.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Minimum of once per semester.
- **Other:**
  **Frequency:** Homework: Weekly assignments.

## General Education/Transfer

**General Education/Transfer Request**

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000374728

**CB03: TOP Code**

160100 - Library Science, General

**CIP Code**

25.0101 - Library and Information Science

**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**

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

# Admin Outline Comparison

## Course Modification: LIBR 4 - College Research Techniques

**Course Modification: LIBR 4 - College Research Techniques (Launched)**
**compared with**
**LIBR 4 - College Research Techniques (Active - Implemented 08-15-2021)**

## Admin Outline for Library Studies 4
## College Research Techniques
**Effective:** Fall ~~2021~~ 2027

### Catalog Description:

### LIBR 4 - College Research Techniques
### 0.50 Units

Introduction to basic research techniques in a college library. Focus is on use of the library catalog, search strategies, organization of materials in the library including reference, faculty reserves, circulating books, audiovisuals, use of reference materials, evaluation of relevant resources, recognition of plagiarism, and bibliographic citation of books, audiovisuals, and magazines and journals.
0.5 Units Lecture

| | |
|---|---|
| **Total Lecture Hours** | 9 |
| **Total Inside of Class Hours** | 9 |
| **Total Outside of Class Hours** | 18 |
| **Total Student Learning Hours** | 27 |

### Course Grading:

Pass/No Pass

**Justification for course proposal**

### Discipline:

Library Science.

### Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
B. Examine sources for characteristics that will impact ~~its~~ their value as a research source; such as ~~;~~ currency, authorship, authority, relevance, bias, and purpose.
C. ~~Frmulate~~ Formulate citations in the appropriate format and style.

## Course Objectives:

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

A. Identify Library service areas and collections;
B. Locate and use the Library homepage as a research tool;
C. Demonstrate Library of Congress classification and arrangement;
D. Use the library catalog proficiently;
E. Formulate effective research strategies for locating materials on a selected topic in the Library catalog;
F. Select and evaluate information from appropriate sources;
G. Cite information in a standard format;
H. Explain ethical, social, and legal issues concerning plagiarism; and
I. Develop and modify effective search strategies to compile a bibliography on a chosen topic using a standard citation style.

## Course Content:

1. Library Layout
    1. Tour of the library
    2. Location of resources and services
2. Library Catalog
    1. Introduction to catalog on LPC Library homepage
    2. Search techniques
    3. Advanced catalog features
    4. Course reserves
    5. Library of Congress classification system
    6. Library of Congress Subject Headings
3. Books
    1. Search strategies to find relevant books on a topic in the library catalog
    2. Library of Congress classification system for books
    3. Use of table of contents and index
    4. Primary sources versus secondary sources
    5. Evaluation criteria
4. Audiovisual Materials
    1. Search strategies for finding relevant audiovisual materials on a topic in the library catalog
    2. Classification system for audiovisual materials
    3. Evaluation criteria
    4. Incorporating audiovisual materials in assignments

5. Magazines and Journals
    1. Search catalog and databases to identify and locate in the collection.
    2. Distinguish between finding a journal and an article from a journal.
    3. Highlight the differences between magazines and journals.
6. Reference Books
    1. Types of specialized reference books
    2. Uses of specialized reference books
    3. Evaluation criteria
7. Plagiarism
    1. Define plagiarism
    2. Ethical, social, and legal issues
8. Citation Style
    1. MLA, APA, and other citation formats
    2. Use of bibliographic citation composer
9. Bibliography
    1. Functions
    2. Types (annotated, works cited, bibliography, reference list)

## Methods of Instruction:

1. Lecture -
2. Demonstration -
3. Research -
4. Written Exercises -
5. Discussion -
6. Projects -
7. One-on-one consultation with a librarian

## Methods of Evaluation

A. Home Work
    1. Weekly home work assignments.
B. Research Projects
    1. Minimum of one project per semester.
C. Discussion: Minimum of one discussion per semester.

## Typical Outside-of-Class Assignments

A. Other:

    1. Discussion and Demonstration

        1. Use of specialized encyclopedias to find information on a librarian - - approved topic
        2. Use of library catalog to find books on a librarian - - approved topic

3. Demonstrate author, title, subject, and keyword searches

2. Written Assignments

1. Write citations for the books found ~~:~~
2. Prepare a bibliography on the assigned topic

## Textbooks (Typical):

**OER:**

1. Walter D. Butler; Aloha Sargent; and Kelsey Smith *Introduction to College Research.* , Academic Senate for California Community Colleges' Open Educational Resources Initiative (ASCCC OERI), 2021. https://pressbooks.pub/introtocollegeresearch/.

**Textbook:**

1. ~~Modern~~ Mike ~~Language Association~~ Palmquist ~~*MLA*~~ ~~*Handbook*~~ *The Bedford Researcher* . 8th ed., ~~The~~ Macmillan ~~Modern Language Association of America~~ Learning , ~~2016.~~
2. ~~American Psychological Association~~ Publication Manual of the American Psychological Association. ~~7th ed., American Psychological Association, 2020.~~
3. ~~Diana Hacker, Barbara Fister~~ Research and Documentation in the Digital Age. ~~7th ed., Bedford/St. Martin's, 2019.~~
4. ~~Diana Hacker~~ A Writer's Reference. ~~10th ed., Bedford/St. Martins, 2020~~ 2024 .

## Other Materials Required of Students

1. ~~Student I.D. card.~~
2. ~~GoPrint Card.~~
3. Computer access.
4. Internet access.

## Equity Based Curriculum

- Textbooks/Materials

## Requisite Validation

## DE Proposal

Delivery Methods

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

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

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
Offering this course as DE mode will provide students with more flexible scheduling options.

**Explain how the decision was made to offer this course in a Distance Education mode.**
The decision to offer this course in DE mode was discussed and decided by the library faculty team.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Minimum of twice per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Minimum of once 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 provided on all graded assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Minimum of 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:** Minimum of once per semester.
- **Other:**
  **Frequency:** Demonstration: Weekly demonstration.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Minimum of once per semester.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Minimum of once 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:** Minimum of once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Minimum of once per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Minimum of once per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Minimum of once per semester.
- **Other:**
  **Frequency:** Written Assignments: Weekly assignments.

## General Education/Transfer

**General Education/Transfer Request**

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000445542

**CB03: TOP Code**

160100 - Library Science, General

**CIP Code**

25.0101 - Library and Information Science

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

A - Transferable to both UC and CSU.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

E - Non-Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: LIBR 7 - The Open Web and Search Engines

**Course Modification: LIBR 7 - The Open Web and Search Engines (Launched)**
**compared with**
**LIBR 7 - The Open Web and Search Engines (Active - Implemented 08-15-2021)**

## Admin Outline for Library Studies 7
## The Open Web and Search Engines
**Effective:** Fall ~~2021~~ 2027

### Catalog Description:

### LIBR 7 - The Open Web and Search Engines
### 0.50 Units

Introduction to research techniques in a college library using search engines to find materials on the open web. Focus on use of the open web for research purposes, including web search strategies, appropriate search engines and directories, evaluation techniques for web resources, recognition of plagiarism, and bibliographic citation of web resources.
0.5 Units Lecture

| | |
|---|---|
| **Total Lecture Hours** | 9 |
| **Total Inside of Class Hours** | 9 |
| **Total Outside of Class Hours** | 18 |
| **Total Student Learning Hours** | 27 |

### Course Grading:

Pass/No Pass

**Justification for course proposal**

### Discipline:

Library Science.

### Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
B. Examine sources for characteristics that will impact ~~its~~ their value as a research source; such as ~~;~~ currency, authorship, authority, relevance, bias, and purpose.
C. Formulate citations in the appropriate format and style.

## Course Objectives:

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

A. Locate LPC Library homepage and identify useful Internet search tools
B. Compare and contrast internet search tools to determine the most appropriate resource
C. Use search engines proficiently
D. Formulate effective research strategies for locating and retrieving relevant information on a selected topic
E. Articulate and define criteria for evaluating a website
F. Examine a website in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
G. Cite information in a standard format
H. Explain ethical, social, and legal issues concerning plagiarism as it relates to the Internet
I. Develop and modify effective search strategies to compile a "webliography" (bibliography of online sources) on a chosen topic using a standard citation style.

## Course Content:

1. Internet ~~Research~~ research
    1. Introduction to Internet search tools on LPC Library homepage
    2. Search engines and ~~Meta~~ metasearch ~~Search Engines~~ engines
        1. Uses, commonalities, and differences.
        2. Explain why a particular website might contain the best information on a topic.
    3. Search strategy
        1. Articulate a problem, issue, or research question.
        2. Identify appropriate search terms.

3. Develop and modify effective search strategies.

4. Search techniques

    1. Use Help screens to discover search options for Internet search tools, including toolbars, basic and advanced search screens, search features, and refining search options.

    2. Use limiters and expanders, Boolean operators, truncation, phrase searching, wildcards, query modifiers, and occurrence to narrow or broaden searches.

    3. Search by domain, file format, language, synonyms, and date.

    4. Search specifically for images, groups, news, shopping, local and scholarly information, and maps.

    5. Identify results list organization, special features such as abstracts, and HTML and PDF full-text.

2. Comparison of ~~Resources~~ resources ~~Found~~ found in the ~~Library~~ library or ~~Library~~ library ~~Databases~~ databases with Internet ~~Resources~~ resources to ~~Determine~~ determine which is the ~~Superior~~ superior ~~Source~~ source of ~~Information~~ information .

3. Evaluation ~~Criteria~~ criteria

    1. Critically analyze reliability of content

    2. Use evaluation techniques:

        1. content, bias, appropriateness, currency, author's or organization's credentials;

        2. type of page (personal, educational, nonprofit, commercial, government);

        3. why the information is published (inform, give facts or data, explain, persuade, sell; disclose, humorous, parody, etc.);and

        4. whether the page is a scholarly source (documented with citations or links, reproduced from another publication, what sites link to it).

4. Plagiarism
    1. Define plagiarism.
    2. Ethical, social, and legal issues

5. Citation ~~Style~~ style
    1. MLA, APA, and other citation formats
    2. Use of bibliographic citation composer

6. Bibliography
    1. Functions
    2. Types (annotated, works cited, bibliography, reference list)

## Methods of Instruction:

1. Demonstration -
2. Lecture -
3. Research -
4. Discussion -
5. Projects -
6. Written Exercises -

## Methods of Evaluation

A. Home Work
    1. Weekly assignments.
B. Projects
    1. Minimum of one per semester.
C. Research Projects
    1. Minimum of one per semester.

D. Discussions: Weekly discussions. Demonstration: Minimum of one per semester.

## Typical Outside-of-Class Assignments

A. Other:

1. Discussion

    1. Compare and contrast the results from two search engines using the same search terms.
    2. Compare and contrast the features and functions of a ~~meta search~~ metasearch engine and a search engine.
    3. Identify features of a website; refer to the evaluation tips to decide on the overall quality of the site.

2. Demonstration

    1. Narrow a search using special search strategies.
    2. Show examples of effective search terms.
    3. Display a website, point out its various components, and introduce criteria for evaluating web resources.

3. Written Assignments

    1. Use a checklist to evaluate two websites.
    2. Create a bibliography on a specific topic, presenting the resources in the appropriate format.

## Textbooks (Typical):

**OER:**

1. Walter D. Butler; Aloha Sargent; and Kelsey Smith *Introduction to College Research.* , Academic Senate for California Community Colleges' Open Educational Resources Initiative (ASCCC OERI), 2021.

https://pressbooks.pub/introtocollegeresearch/.

Textbook:

1. ~~Joseph~~ Mike ~~Gibaldi~~ Palmquist ~~*MLA*~~ *The* ~~*Handbook*~~ *Bedford Researcher* . 8th ed., ~~The~~ Macmillan ~~Modern Language Association of America~~ Learning , ~~2016.~~
2. ~~American Psychological Association~~ Publication Manual of the American Psychological Association. ~~7th ed., American Psychological Association, 2020.~~
3. ~~Diana Hacker, Barbara Fister~~ Research and Documentation in the Digital Age. ~~7th ed., Bedford/St. Martin's, 2019.~~
4. ~~Diana Hacker~~ A Writer's Reference. ~~10th ed., Bedford/St. Martin's, 2020~~ 2024 .

## Other Materials Required of Students

1. ~~Student I.D. card.~~
2. ~~GoPrint Card.~~
3. Computer Access.
4. Internet access.

## Equity Based Curriculum

- Textbooks/Materials

## Requisite Validation

## DE Proposal

Delivery Methods

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

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

**Rationale for DE**

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

Offering this course as DE mode will provide students with more flexible scheduling options.

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

The decision to offer this course in DE mode was discussed and decided by the library faculty team.

**Accessibility:**

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Minimum of twice per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Minimum of once 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 provided on all graded assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Minimum of 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:** Minimum of once per semester.
- **Other:**
  **Frequency:** Demonstration: Weekly demonstrations.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Minimum of once per semester.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Minimum of once 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:** Minimum of once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Minimum of once per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Minimum of once per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Minimum of once per semester.
- **Other:**
  **Frequency:** Written assignments: Weekly. Demonstration: Minimum of one per semester.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000445545

**CB03: TOP Code**
160100 - Library Science, General

**CIP Code**
25.0101 - Library and Information Science

**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**

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: LIBR 29 - Independent Study, Library Studies

**Course Modification: LIBR 29 - Independent Study, Library Studies (Launched)**
**compared with**
**LIBR 29 - Independent Study, Library Studies (Active - Implemented 08-15-2021)**

## Admin Outline for Library Studies 29
## Independent Study, Library Studies
**Effective:** Fall ~~2021~~ 2027

### Catalog Description:

### LIBR 29 - Independent Study, Library Studies
### 0.50 - 2.00 Units

Supervised study in the area of Library Studies. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.
0.5 - 2 Units Lab

| | |
|---|---|
| **Total Lab Hours** | 27 - 108 |
| **Total Inside of Class Hours** | 27 - 108 |
| **Total Student Learning Hours** | 27 - 108 |

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Library Science.

### Number of Times Course May Be Taken for Credit:

1

### Student Learning Outcomes

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

A. Complete a project that increases their knowledge of library studies.
B. Recognize the value of information.
C. Contribute to scholarly conversation at an appropriate level.

## Course Objectives:

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

A. Develop a project in Library Studies 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 the instructor

## Course Content:

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

## Methods of Instruction:

1. Discussion - With instructor.
2. Written Exercises - As noted in the ~~Independent~~ independent study form.
3. Projects - As noted in the ~~Independent~~ independent study form
4. Demonstration - As noted in the ~~Independent~~ independent study form.

## Methods of Evaluation

A. Lab Activities
    1. Minimum of one per semester.
B. Oral Presentation
    1. Minimum of one per semester.
C. Papers
    1. Minimum of one per semester.
D. Portfolios
    1. Minimum of one per semester.
E. Projects
    1. Minimum of one per semester.
F. Research Projects
    1. Minimum of one per semester.
G. Assignments/activities specified on Independent Study Form: Minimum of two per semester.

## Typical Outside-of-Class 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 the report of completed work.

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

## Textbooks (Typical):

**OER:**

1. Walter D. Butler; Aloha Sargent; and Kelsey Smith *Introduction to College Research.* , Academic Senate for California Community Colleges' Open Educational Resources Initiative (ASCCC OERI), 2021. https://pressbooks.pub/introtocollegeresearch/.

**Textbook:**

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## Other Materials Required of Students

1. Computer access..
2. Internet access..

## Equity Based Curriculum

- Textbooks/Materials

## Requisite Validation

## DE Proposal

Delivery Methods

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

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

**Rationale for DE**

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

Offering this course in DE mode would allow more flexibility for students to take this course as it fits in their schedule. All course activites, including Instructor-student consultation sessions can easily be done online.

**Explain how the decision was made to offer this course in a Distance Education mode.**
Discussions were had among the library faculty and coordinator.

**Accessibility:**

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
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- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

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- 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:** A minimum of twice per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Minimum of once 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 provided on each graded assignment.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Minimum of twice per semester
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** Minimum of once per semester.

**Student-Student Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Minimum of once per semester (*Only if multiple students enroll to complete an Independent Study).
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Minimum of once per semester (*Only if multiple students enroll in Independent Study).

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Minimum of once per semester.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Minimum of one per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Minimum of once per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Minimum of one per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Minimum of once per semester.
- **Other:**
  **Frequency:** Minimum of one per semester.
- **Other:**
  **Frequency:** Portfolios: Minimum of one per semester. Lab Activities: Minimum of two per semester. Demonstration: Minimum of once per semester. Reading Assignments: Minimum of one per semester. Homework Assignments: Minimum of two per semester.

## General Education/Transfer

**General Education/Transfer Request**

CSU Transfer

- Transfers to CSU - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000584325

**CB03: TOP Code**

160100 - Library Science, General

**CIP Code**

25.0101 - Library and Information Science

**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**

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**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: MATH 3 - Multivariable Calculus

**Course Modification: MATH 3 - Multivariable Calculus (Launched)**
**compared with**
**MATH 3 - Multivariable Calculus (Active - Implemented 08-15-2021)**

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## Admin Outline for Mathematics 3 Multivariable Calculus

**Effective:** Fall ~~2021~~ 2027

### Catalog Description:

### MATH 3 - Multivariable Calculus
### 5.00 Units

Vector valued functions, functions of several variables, partial differentiation, multiple integration, change of variables theorem, scalar and vector fields, gradient, divergence, curl, line integral, surface integral, Green's, Stokes', and divergence theorem, applications.

5 Units Lecture

**Prerequisite(s):**

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

- MATH ~~2~~ C2220

| | |
|---|---|
| **Total Lecture Hours** | 90 |
| **Total Inside of Class Hours** | 90 |
| **Total Outside of Class Hours** | 180 |
| **Total Student Learning Hours** | 270 |

### Course Grading:

Letter Grade Only

**Justification for course proposal**

### Discipline:

Mathematics.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Evaluate a surface integral.
B. Evaluate a surface integral for vector functions using parameterization of the surface or using the Divergence theorem.
C. Interpret directional derivatives, including the gradient.
D. Solve an optimization problem by using the method of ~~LaGrange~~ Lagrange multipliers.

## Course Objectives:

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

A. Perform vector algebra in two and three space and interpret the results geometrically especially the dot and cross products and apply them to problems in space geometry (e.g., orthogonal projection, vector equations of lines and planes)
B. Transform points and equations among rectangular, cylindrical, and spherical coordinates and sketch their graphs as well as quadric surfaces
C. Parameterize curves using vector functions of one variable and analyze them (e.g., find unit tangent, unit normal, curvature)
D. Sketch the graphs of functions of two variables using level curves, traces in coordinate planes, symmetry, etc.
E. Extend the concepts of limits, continuity, differentiability and differential of single variable functions to functions of two or more variables
F. Compute limits, partial derivatives, total differential, gradient, directional derivatives and interpret them geometrically and in terms of rate of change
G. Apply partial derivatives and/or gradients to problems involving tangent planes and linear approximation, and optimization, especially using Lagrange multipliers
H. Compute double and triple integrals directly or using change of variables and explain the geometric interpretation of Jacobians
I. Apply differential operators, gradient, divergence, curl and Laplacian to scalar and vector field and interpret the results
J. Compute line integrals using parameterizations for curves
K. Parameterize surfaces using vector functions of two variables, and compute their areas
L. Compute surface integrals of scalar functions and vector functions using parameterization for surfaces
M. Interpret the theorems of Green, Stokes and divergence physically as well as mathematically (as the generalizations of the Fundamental Theorem of Calculus), and use them to compute line and surface integrals
N. Find scalar potentials for conservative vector fields

## Course Content:

1. Vector Algebra
    1. Vector addition, scalar multiplication, standard basis vectors
    2. The dot product
    3. Cauchy-Schwarz Inequality
    4. Orthogonal projection
    5. Vector equations of lines and plane
    6. Cross-product, matrices, determinants, triple product
    7. Vector functions and parameterized lines, curves and surfaces
    8. Arc length and curvature

2. Space Analytic Geometry
    1. Rectangular, cylindrical and spherical coordinate systems
    2. Surfaces (cylinders, quadric surfaces and surfaces of revolution)
    3. Level sets, curves and surfaces

3. Partial Differentiation
    1. Scalar functions of two or more variables
    2. Limits, continuity, partial derivatives, Chain Rule
    3. Differentiability
    4. Gradient
    5. Directional derivative
    6. Vector field
    7. Tangent planes and linear approximation

8. Optimization, local and global maxima and minima and saddle points
9. Lagrange multipliers;

4. Multiple Integration
    1. Double and triple integrals and their evaluations in rectangular, polar, cylindrical and spherical coordinates
    2. Change of variables and Jacobians
    3. Area, volume, surface area, center of mass and moments of inertia

5. Scalar and Vector Fields
    1. Scalar and vector fields
    2. Vector differential operators (gradient, divergence, curl and Laplacian) and identities involving them

6. Integrals over Paths and Surfaces
    1. Integral of scalar functions along a path and line integrals
    2. Path independence
    3. Parameterized surface and its area
    4. Surface integral

7. Vector Analysis
    1. Vector fields
    2. Divergence and curl

3. Green's and Stokes' Theorems
4. Scalar potentials and conservative fields
5. Divergence Theorem

## Methods of Instruction:

1. Lecture -
2. Discussion -
3. Web based tutorials
4. Student presentations
5. Collaborative learning

## Methods of Evaluation

A. Exams/Tests
    1. At least 3 Exams in addition to the Final Exam
B. Home Work
    1. At least once per week.
C. Quizzes
    1. Up to once per week, at the instructor's discretion.

## Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

    1. Homework

        1. Homework should be assigned from the text and should include a sufficient number and variety of problems to develop both skill and conceptual understanding. Problems should range in level of difficulty from introductory level to challenging. A typical assignment should take an average student 1 to 2 hours for each hour in class.

B. Activity:

    1.

        Collaborative learning

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. Example collaborative learning assignment: Have each group solve an optimization problem in two variables and present the results to the rest of the class.

## Textbooks (Typical):

**OER:**

1. Gilbert Strang and Edwin Herman *Calculus.* , OpenStax, 2026. https://math.libretexts.org/Bookshelves/Calculus/Calculus_(OpenStax).

**Textbook:**

1. Joel Hass, Christopher Heil, Maurice Weir *Thomas' Calculus.* ~~14~~ 15 ed., Pearson, ~~2018~~ 2022 .
2. James Stewart, Daniel Clegg, Saleem Watson *Calculus.* 9 ed., Cengage, 2021.
3. Ron Larson, Bruce Edwards *Calculus.* ~~11th~~ 12th ed., Cengage Learning, ~~2018~~ 2023 .

## Other Materials Required of Students

## Equity Based Curriculum

- Textbooks/Materials

## Requisite Validation

A. MATH ~~2~~ C2220

~~Content~~ UC ~~Review~~ TCA Requirement

~~Required~~

- ~~Use integration to solve applications such as work, arc length and the surface area of a solid of revolution;~~
- ~~Graph, differentiate, and integrate inverse functions and transecdental functions such as trigonometric, exponential and logarithimic functions;~~
- ~~Graph, differentiate and integrate functions in polar and parametric form;~~
- ~~Evaluate definite and indefinite integrals by a variety of integration techniques;~~
- ~~Evaluate limits by applying L'Hospital's rule and techniques appropriate to limits of indeterminate forms;~~

~~Recommended~~

- ~~Apply numerical methods to approximate definite integrals;~~

- ~~Solve separable first order differential equations;~~
- ~~Evaluate improper integrals;~~

~~Not Necessary Skills~~

- ~~Solve exponential growth and decay problems;~~
- ~~Find Taylor and Maclaurin series for a given function;~~
- ~~Use the binomial series to find a power series of a function;~~
- ~~Estimate the sum of a convergent series;~~
- ~~Find the radius and interval of convergence;~~
- ~~Determine convergence or divergence of a power series, and find the radius and interval of convergence;~~
- ~~Determine convergence of divergence of an infinite series, alternating or non-alternating, by applying tests for convergence;~~
- ~~Determine convergence or divergence of an infinite sequence;~~
- ~~Apply theorems for differentiation and integration of a power series;~~

## DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Math department and instructors for Math 3 felt that there has to be a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.
In a non-emergency situation, the department felt there should be an option for hybrid offering as many students prefer online courses.

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

The decision was made after discussion with colleagues, our supervisor, hearing from students, and exploring online delivery options.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** At least once in every three weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Feedback on every homework, quiz, or exam. At least once every week.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least once a week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** 2 web-conferencing sessions 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:** At least 5 times per semester plus Exams.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** Weekly chat discussion or during web conferences.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Twice a month.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** During synchronous class sessions or once a week for asynchronous classes.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** At least once a week.

**Student-Content Interaction**

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Recommended at least 3 Exams in addition to the Final Exam.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** At least one Practice Exam per Exam given.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** At least twice a week.
- **Other:**
  **Frequency:** Homework problem sets will be assigned for each section of material covered. At least once a week.

## General Education/Transfer

**General Education/Transfer Request**

Cal-GETC
- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer
- Transfers to CSU - Approved

Las Positas College GE
- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer
- Transfers to UC - Approved

C-ID: MATH 230 - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000365398

**CB03: TOP Code**
170100 - Mathematics, General

**CIP Code**
27.0101 - Mathematics, General

**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**

**CB24: Program Status**
1 - Program Applicable

**CB25: Course General Education Status**

B. Course meets any of the following:
    1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
    2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
    3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

**CB26: Course Support Course Status**
N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Course Modification: MIND 15 - Mindfulness, Meditation and Self Compassion

**Course Modification: MIND 15 - Mindfulness, Meditation and Self Compassion (Launched)**
compared with
**MIND 15 - Introduction to Mindfulness (Active - Implemented 08-20-2024)**

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## Admin Outline for Mindfulness 15

~~Introduction~~ Mindfulness, ~~to~~ Meditation ~~Mindfulness~~ and Self Compassion

**Effective:** Fall ~~2024~~ 2027

### Catalog Description:

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### MIND 15 - ~~Introduction~~ Mindfulness, ~~to~~ Meditation ~~Mindfulness~~ and Self Compassion

**3.00 Units**

This course is ~~an introduction~~ designed to ~~mindfulness. Students~~ explore ~~will~~ the ~~learn basic mindfulness meditation practices~~ theory , ~~both sitting~~ research and ~~moving;~~ practices ~~ways~~ of ~~to deepen positive emotions like gratitude~~ mindfulness , ~~kindness~~ meditation, self-compassion, compassion for others , and ~~joy;~~ the nature of well-being. The course addresses how mindfulness and ~~methods~~ compassion ~~for~~ can ~~integrating~~ manifest ~~more~~ in ~~awareness~~ the physiological, psychological, and ~~creativity~~ societal realms. This course focuses on current research into ~~ordinary activities. Students will also examine the emerging science about the beneficial effects of~~ mindfulness ~~practice for mental~~ and ~~physical~~ self-compassion ~~health.~~ as ~~Some~~ well as developing experiential knowledge of these ~~benefits~~ states ~~include stress reduction, improved attention, reduced emotional reactivity and greater mind-body awareness. Students will also learn about some~~ through contemplative ~~eastern religious~~ practices ~~that inform the secular mindfulness movement~~ .

3 Units Lecture

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

### Course Grading:

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Optional

**Justification for course proposal**

## Discipline:

Religious Studies.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. ~~Demonstrate~~ Develop metacognitive awareness, mindfulness, compassion and understanding of self and other to enhance personal well-being and positively impact broader society.
B. Investigate the ~~practical skills~~ role of ~~mindfulness~~ perception in intrapersonal and interpersonal skill-building including core beliefs, identities, relationships, and decision making.
C. Use and assess meditation ~~including deepening concentration~~ and ~~building~~ self-compassion ~~resilience~~ practices to develop a routine for well-being .
D. Demonstrate competence in communicating about experiences in meditation and about one's own mindfulness practice.
E. Analyze and appraise ~~contemporary~~ the theories and research about mindfulness ~~practice.~~
F. ~~Describe the historical significance of various ancient meditative traditions~~ and ~~their impact on current mindfulness and meditative practices~~ compassion .

## Course Objectives:

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

A. Examine how systemic inequities, cultural backgrounds, and diverse physical or neurological abilities influence individual experiences of stress and mindfulness, and apply inclusive, accessible practices to foster equity within personal and shared mindfulness spaces
B. Examine and identify the essential components of mindfulness meditation practices including methods for posture, awareness practices, thought patterns, anchors, emotional regulation, and concentration vs. meditation.
C. Demonstrate an understanding of metaconitive awareness, mindfulness, and self-compassion.
D. Distinguish between key elements underlying the neuroscience of mindfulness and self-compassion, including neuroplasticity, default mode network, executive functioning, and the parasympathetic and sympathetic nervous systems.
E. Survey contemporary mindfulness and compassion research to gain insight into the effects of practice on overall health and well-being.
F. Demonstrate and recommend specific mindfulness and compassion practices to augment interpersonal communication and relationships.
G. Evaluate research and evidence on mindfulness and compassion in a variety of ~~methods~~ forms and make reasonable inferences from that evidence.
H. Apply and evaluate mindfulness and compassion practices when meeting difficult emotions and exploring challenging interpersonal relationships.

I. Incorporate mindfulness and self-compassion practices to develop self-regulation skills.
J. Revise current stress responses to include mindfulness and compassion practices in order to develop resilience, manage stress, and ameliorate well-being.
K. Assess personal self-care skills and from this assessment, integrate mindfulness and compassion practices to care for ~~deepening~~ one's mind and ~~integrating~~ body.
L. Select ~~more~~ and ~~mindful awareness~~ incorporate ~~into~~ compassion ~~ordinary~~ practices ~~daily~~ for ~~activities~~ transforming self and society .
M. Use mindfulness practices to recognize and question one's assumptions and biases in relation to self and others.
N. ~~Identify some key elements underlying the neuroscience of mindfulness.~~
O. Employ mindfulness practices to develop an awareness of thoughts and mindsets ~~:~~
P. ~~Survey contemporary mindfulness research to gain insight into the effects of practice on overall health and well-being~~ .
Q. Distinguish how to intentionally cultivate a variety of positive emotions such as gratitude, joy, kindness, compassion and equanimity.
R. ~~Compare various eastern meditative traditions, including how various traditions have emphasized the importance of moral and altruistic foundations for a meditation practice, the variety of meditation techniques and practices that have been developed, and consideration of some core philosophical issues arising in specific meditation traditions that include the topics of suffering and self-identity.~~
S. ~~Recognize a few of the specific influences of Asian religious meditation practices on contemporary secular mindfulness practices.~~

## Course Content:

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1. ~~Introduction to~~ _ Mindfulness Meditation
    1. What is Meditation?
    2. The Art of Practice
    3. Understanding Mindful Presence
    4. ~~Deepening Capacity for~~ Present Moment Awareness
    5. Mindfulness for Stress Reduction and Well-Being
2. Basics in Meditation Practice
    1. Formal Practices
        1. Breath Awareness

1. ~~Sitting~~ Body scan
2. ~~Standing~~ Mindful walking
3. ~~Walking~~ Sensory guided meditations
4. Mindful eating
5. Noting and labeling practice
6. Breath counting

2. Informal Practices

1. ~~Cultivating~~ Soft ~~Awareness Through Ordinary Experiences~~ Landing
2. Two feet and a breath
3. Square breathing
4. Embodied Listening
5. Withitness
6. The stop practice
7. Three good things

3. Utilizing Various Body Postures to Support Practice
4. Working with Mental and Physical Distractions
5. Elements of Awareness as Core Component of Practice

1. ~~Examination of~~ Focused Awareness
2. Investigative Awareness
3. Choiceless/Open Awareness

4. Natural Awareness

2. ~~Awakening~~ Body ~~in the Body~~
   Awareness

    1. Examination of Direct Sensation ~~or Somatic Experience~~

    2. ~~Using~~ Movement Practices to Recognize Relationship between Sensations and Thoughts

    3. ~~Exploring~~ Movement as a Path to Mindfulness

    4. ~~Conscious Embodiment as a Pathway to~~ Interrupt Reactivity

    5. Guided Body Scan

    6. Working with Physical Discomfort to Explore Changing Fields of Sensation

3. Mindfulness ~~of~~ and Emotions

    1. Recognizing and Observing Emotions

        1. ~~Recognizing Emotions~~

        2. ~~Naming Feelings as a Process of Observation~~

        3. ~~Making Space for~~ Feeling States ~~with~~ and ~~the Framework of Neutral Observer~~ Neutrality

        4. Investigation of Emotional States

            1. Qualities of Positive Emotions

                1. Understanding the Qualities of Happiness and Joy

                2. Role of Self-Compassion in Mindfulness Practice

                3. Value of Equanimity to Action;

1. ~~Choosing Responses~~

5. Negative Emotions

    1. Impact of Negative Emotions

    2. Recognizing ~~in the Body~~ Triggers

4. Mindfulness and ~~Mind~~
   Loving Kindness

    1. Inner Critic

    2. ~~Recognizing~~ Forgiveness

5. Interpersonal ~~Triggers~~ Mindfulness

    1. Mindful Listening

    2. Mindful Communication

6. Research on Mindfulness

    1. Health Outcomes

        1. Lower blood pressure

        2. Reduce chronic pain

        3. Improve sleep

    2. Psychological Outcomes

1. Decrease stress
2. Increase resilience
3. Improve academic achievement
4. Decrease anxiety
5. Buffer against depression

7. Self-Compassion
    1. Definition of Self-Compassion
        1. Self-Kindness vs. Self-Judgement
        2. Common humanity vs. isolation
        3. Mindfulness vs. over-identification
    2. Research on Self-Compassion
        1. Decrease in negative emotional states, depression, anxiety, stress, shame, negative body image
        2. Increase in positive emotional states, happiness, life satisfaction, optimism
        3. Increase in social connections
        4. Improvements in physical health
    3. Self-Compassion vs Self-Esteem
    4. Physiology of ~~Breath~~ Self-Compassion
        1. Stress/threat response

2. Regulation through affiliation (common humanity)

5. Self-Compassion Formal Practices
    1. ~~Establishing~~ Affectionate ~~an~~ breathing
    2. Loving-kindness ~~Anchor~~ to a loved one
    3. Loving-kindness for ~~Practice~~ ourselves
    4. ~~Internal Anchors Include Breath~~ Giving and ~~Physical~~ receiving ~~Sensations~~ compassion
    5. ~~External~~ Compassionate ~~Anchors~~ friend
    6. Compassion ~~Include~~ for ~~Sounds, Objects,~~ self and ~~Sensory~~ other

6. Self-Compassion ~~Awareness~~ Informal Practices
    1. Soothing touch

7. ~~Mindfulness~~ Self-Compassion ~~of~~ break
8. Self-Compassion ~~Thoughts~~ in daily life
    1. ~~Monkey~~ Finding ~~Mind~~ loving-kindness phrases
    2. ~~Recognizing~~ Compassionate ~~Function~~ movement
    3. Compassionate ~~of~~ letter
    4. Savoring ~~Thoughts;Real but not always True~~ food
    5. Working with Difficult ~~Thoughts~~
    6. ~~Labeling Thoughts~~

9. ~~Buddhist Compassion Practices~~

1. ~~Practice of Loving Kindness~~
2. ~~Creating personal "Metta" Practices~~
3. ~~Examing the Roots of Compassion Practices~~

10. ~~RAIN Practice~~
    1. ~~Recognize~~
        1. ~~Labelling~~ Emotions
        2. Working with shame
    2. ~~Investigate Body/Mind Experience~~ Resistance
    3. ~~Nurture~~
        1. ~~Cultivate~~ Loving- Kindness and Compassion ~~for Experience~~
    4. ~~Cognitive Reframe~~

11. ~~Historical Precedents of Mindfulness~~
    1. ~~Religious Roots of Modern Mindfulness Practices~~
        1. ~~Hinduism~~
        2. ~~Buddhism~~
            1. ~~Human Experience of Suffering~~
            2. ~~Relevant Teachings on Impermanence~~

3. ~~Taoism~~

12. ~~Science~~ Self-Criticism and ~~Research~~ Safety
13. Suffering
    1. ~~Contemporary~~ Finding ~~Research~~ Value
14. Listening ~~on~~ with ~~Mindfulness~~ Compassion
15. Difficult ~~Outcomes~~ Emotions
16. ~~Neuroplasticity~~ Shame
17. Challenging ~~of~~ Relationships
18. Foregiveness
19. Cultivating ~~the~~ Happiness
20. Savoring ~~Brain~~ and Gratitude
21. Self-Appreciation

8. Neuroscience ~~of Vipassana Meditation~~

3. ~~Contemporary Applications~~ of Mindfulness ~~Practice~~
    1. ~~Academic Approaches~~
    2. ~~Career Focus~~
    3. ~~Interpersonal Relationship~~
    4. ~~Social Activism~~

5. ~~Mindfulness~~ and ~~Creative~~ Compassion
    1. Neuroplasticity
    2. Nervous ~~Expression~~ System
        1. Sympathetic
        2. Parasympathetic
    3. Prefrontal Cortex
    4. Default Mode Network
    5. Amygdala
    6. Hippocampus

## Methods of Instruction:

1. Lecture - The instructor lectures on topics related to the class content.
2. Classroom Activity - Students engage in a variety of classroom mindfulness and self-compassion practices.
3. Demonstration - The instructor demonstrates a variety of mindfulness and self-compassion practices.

4. Discussion - Students are given a variety of topics related to class presentation to explore together and report back to the class.
5. Student Presentations - Students present a resource that they feel would support mindfulness and compassion practices. This includes both a presentation and guiding a demonstration of the resource.
6. Written Exercises - Students complete a number of written assignments throughout the semester that reflect on their experience with a variety of mindfulness and compassion practices.
7. Field Trips - Students are required to attend at least 3 different local or virtual meditation groups throughout the course. Students also participate in outdoor activities and practices such as walking meditation, silent observation, sense and savor moments around campus.
8. Individualized Instruction - Students meet one on one with the instructor to review topics for both classroom presentations and the final essay.
9. Projects - Students work together in groups to demonstrate skills.

## Methods of Evaluation

A. Class Participation
    1. Regular participation in mindfulness practices is required
B. Field Trips
    1. ~~One~~ two - ~~two~~ three field trips
C. Home Work
    1. Reading summaries of assigned material
D. Oral Presentation
    1. One presentation and class discussion
E. Research Projects
    1. Students may choose a traditional research project for their final project.

## Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

    1. ~~WRITING~~ Discussions

        1. Reading ~~ASSIGNMENTS~~ Discussion ~~AND~~ Facilitation.

        2. Students will facilitate a 10-15 minute reading discussion in at least one class session.

        3. These assignments will be assessed for critical thinking and conceptual understanding.

    2. Summarize, analyze, and / ~~OR~~ or ~~PROFICIENCY~~ evaluate ~~DEMONSTRATION~~ assigned readings

    3. Combine ideas from multiple readings

B. Writing:

1. Self-Investigatory Essay

    1. ~~Each~~ These ~~essay~~ writing assignments will be ~~500-~~ assessed ~~750~~ for ~~words~~ critical ~~in~~ thinking, ~~length~~ conceptual understanding, structure, style and mechanics . -

    2. In these investigatory essays, students will discuss and define the class topic related to a mindfulness practice, describe their personal experience using the practice, and consider how the practice impacted daily life.

    3. ~~These~~ Each ~~writing assignments~~ essay will be ~~assessed~~ 500- ~~for~~ 750 ~~critical~~ words ~~thinking,~~ in ~~conceptual understanding, structure, style and mechanics~~ length . _

2. Journal

    1. Students will complete a weekly journal entry documenting experiences with mindfulness practices.

    2. These journal entries provide updates on the changing nature of the students practices thorugh the semester.

    3. These writing assignments will be assessed for conceptual understanding and detailed self-reflection.

3. ~~Discussions~~

    1. ~~Reading Discussion Facilitation.~~

    2. ~~Students will facilitate a 10-15 minute reading discussion in at least one class session.~~

    3. ~~These assignments will be assessed for critical thinking and conceptual understanding.~~

4. Final Project

    1. This culminating project synthesizes learning and demonstrates a creative interpretation of the course content. – Students will be assessed for critical thinking, conceptual

understanding, structure, style, and mechanics.

A. ~~ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING~~
Other:

1. ~~Summarize, analyze, and/or evaluate assigned readings~~
2. Analyze mindfulness meditation self-assessments
3. ~~Compose essays~~
4. ~~Combine ideas from multiple readings~~
5. Experiment with meditation practices
6. Evaluate research on current secular mindfulness practices

## Textbooks (Typical):

**Textbook:**

1. ~~Sarah~~ C. ~~Shah~~ Buddhist Foundations Mindfulness: Where it Comes From Germer and What K. is Neff . Means *Mindful Self-Compassion for Burnout Tools to Help You Heal and Recharge When You're Wrung Out by Stress.* , Guildford, 2024.
2. Neff, K.D. and C.Germer *The Mindful Self-Compassion Workbook: A Proven Way to Accept Yourself, Build Inner Strength and Thrive* . 1st ed., ~~Shambala~~ Guilford , ~~2020~~ 2018 .
3. Thich Hahn *Being Peace.*, Parallax Press, 2005.
4. Holly Rodgers *The Mindful Twenty-Something: Life Skills to Handle Stress and Everything Else.* 1st ed., New Harbinger Publications, 2016.
5. John Kabat-Zinn *Mindfulness for Beginners: Reclaiming the Present Moment and Your Life.* 1st ed., Sounds True, 2016.
6. Kristin Neff *Self Compassion: The Proven Power of Being Kind to Yourself.* 1st ed., William Morrow, 2015.

## Other Materials Required of Students

## Equity Based Curriculum

- ~~Methods~~ Course ~~of Instruction~~
- - Typical Assignments
- - Textbooks/Materials Objectives

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

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

Teaching Mindfulness is accessible in multiple modalities. The DE and online option provides additional choices for students to engage the course content.

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

The RELS program has indicated a commitment to offering classes in mulitple formats to allow students access choices.  The RELs program offers all of its courses in both DE and Face to Face options.

**Accessibility:**

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

**Syllabus:**

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

**Frequency:** Instructor will initiate contact 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:** The instructor will engage with each discussion board assigned.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** The instructor will provide feedback on each major assignments received by students.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** The instructor will provide regular announcements to students to help students stay on track with course content.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Instructor will provide opportunities for students to utilize web conferencing for Office Hours and also as needed with student meetings.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  **Frequency:** Instructor will communicate by telephone as requested by student.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** As needed to integrate assignments and class supports.
- **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:** Throught out the course student will use discussion boards to interact with the material, instructor and other students.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** Students will work in teams to complete one assignment.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Twice throughout the class students will be offered an opportunity to partake in group mindfulness practices.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Multiple times throughout the 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:** Once a semester.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Twice throughout the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Oncer per semester

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** ~~Multiples~~ Multiple times thorughout the course at the discretion of the instructor .
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** At least four times throughout the semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Students will received many lectures throughout the semester.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** Students will practice multiple mindfulness strategies and methods throughout the class.
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** Students will have the opportunity to participate in live or in person field trips at least twice in the course.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** Once per semester

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000642310

**CB03: TOP Code**
151000 - Religious Studies

**CIP Code**
38.0201 - Religion/Religious Studies

**CB04: Credit Status**
D - Credit - 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**
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**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Credit for Prior Learning: PHTO 50 - Introduction to Photography

**Credit for Prior Learning: PHTO 50 - Introduction to Photography (Launched)**
**compared with**
**PHTO 50 - Introduction to Photography (Active - Implemented 08-22-2024)**

## Admin Outline for Photography 50
## Introduction to Photography
**Effective:** Fall 2024

### Catalog Description:

### PHTO 50 - Introduction to Photography
### 3.00 Units

Introduction to the history and development of photography, basic processes, various types of cameras, materials, basic shooting, processing, developing, and printing of photographs.
1.5 Units Lecture 1.5 Units Lab

| | |
|---|---|
| **Total Lecture Hours** | 27 |
| **Total Lab Hours** | 81 |
| **Total Inside of Class Hours** | 108 |
| **Total Outside of Class Hours** | 54 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Photography, or, Photographic Technology/Commercial Photography.

### Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Demonstrate the three basic elements of photography awareness (framing, lighting, background) while shooting a single subject (i.e. person, bike, tree) from a variety of angles, formats (verticle, horizontal) and approaches (long, medium, close shot).

## Course Objectives:

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

A. Discuss the history of photography and its various vocational and avocational applications.
B. Apply the basic principles of the photographic process from the forming of the image and the exposure of the film, to the reproduction of a photograph by means of contact printing and enlarging.
C. Demonstrate the essential mechanisms of the camera and the functional relationships of those mechanisms.
D. Use various photographic materials, including film printing paper and photo chemistry.
E. Develop black and white film, and make contact prints and enlargements from negatives.
F. Apply the skills and discipline necessary for reasonable success in photography through proper handling of equipment, facilities, and materials.
G. Practice spotting and dry mounting black and white photographs.

## Course Content:

**Lecture:**

1. Camera
    1. Basic camera construction
    2. Basic types of cameras
    3. Lens and camera care
    4. Camera controls
        1. Panning
        2. Stop action
        3. Blurring for motion
        4. Focus
2. Exposure
    1. Basic types of meters and metering techniques
    2. Equivalent exposures
    3. Depth of field
    4. Exposure/development relationships
3. Lenses
    1. Focal length
    2. F stop/aperture
    3. Basic types of lenses
4. Light sensitive materials
    1. Films
    2. Papers
5. Basic photo chemistry

        1. Basic function of chemicals
        2. Developer
        3. Stop bath
        4. Fixer
        5. Hypo clearing agent
    6. Composition
        1. Basic guidelines
        2. Seeing photographically
    7. History of photography
        1. Brief survey of the development of photography
    8. Flash photography
        1. Electronic flash units
        2. Calculating flash exposure
        3. Flash accessories
    9. Mounting and presentation
        1. Print spotting
        2. Dry mounting
        3. Window mats

**Lab Activities:**

1. Develop film
2. Use film to make enlargements or prints
3. Use chemicals to develop prints
4. Use contrast filters to modify prints
5. Use tools to:
    1. Burn or dodge prints
    2. Wash and dry prints
    3. Mount prints on matte boards
    4. Cut mattes

## Methods of Instruction:

1. Field Trips
2. Demonstration - Lab Demonstrations
3. Critique - In-class
4. Lecture
5. Selected Readings
6. Audio/Visual Materials

## Methods of Evaluation

A. Class Participation
    1. Weekly.
B. Exams/Tests
    1. At least one.
C. Field Trips

1. At least one.

D. Home Work
    1. Bi-weekly.
E. Lab Activities
    1. Weekly.
F. Portfolios
    1. At least one.
G. Projects
    1. At least five.
H. Quizzes
    1. At least two.
I. Classroom critiques after each assignment in which students work with instructor to determineat least five criteria appropriate to the given assignment and apply them to oral critique of photographs submitted.

## Typical Outside-of-Class Assignments

A. Other:
    1. Collect and provide written critiques on examples of excellent photography based on criteria developed in class discussions.
    2. Shoot an entire roll of film divided among four different subjects.
        1. Each approached in both vertical and horizontal formats, and each from close, medium and long range, using a 'normal' 50mm lens.
    3. Find a location to shoot at early morning, midday, late afternoon, and at night.
        1. Shoot six different views of chosen location at each of the four times of day.
    4. Photograph the same single person in different settings and with different lighting conditions, including artificial bulb and flash lighting, and in each case include direct, back, and shear lit situations.

## Textbooks (Typical):

**Textbook:**

1. Michael Landford, Anna Fox *Langford's Basic Photography.* 10th ed., Focal Press, 2015.
2. Barbara London, Jim Stone *Short Course in Photography.* 10th ed., Prentice Hall, 2018.
3. Barbara London, Jim Stone, John Upton *Photography.* 13th ed., Pearson, 2023.
4. Liz Wells *Photography: A Critical Introduction.* 6th ed., Routledge, 2021.
5. Robert Hirsch *Light and Lens: Thinking About Photography in the Digital Age.* 4th ed., Routledge, 2022.

## Other Materials Required of Students

1. Black/white Film--Kodak Plus-X. Kodak Tri-X, Kodak T-Max 100, or Ilford FP-4..
2. Photo paper--Arista RC, 8"X10" glossy, or Ilford Multigrade RC 8"x10" glossy, or Kentmere RC, 8"x10" glossy..
3. Negative pages (one for each role of film shot)..
4. A pair of cotton gloves..
5. An absorbent cotton hand towel..
6. 35 mm camera; one that accepts interchangeable lens preferred..

7. 11"x14" Matte Board for prints..

## Equity Based Curriculum

- Methods of Instruction
- Textbooks/Materials
- Other Materials Required of Students

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

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

After talking to my colleagues and dean, we decided to offer PHTO 50 as a fully online course. This will allow students to continue their classes and complete their educational goals with the convenience of distance learning. The class material is adaptable for online learning.

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

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

**Accessibility:**

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

**Syllabus:**

**Course Objectives:**

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

- The same assessments and level of student accountability can be achieved.

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Twice Monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Twice Monthly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Twice Monthly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  **Frequency:** Weekly.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** Weekly.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Twice Monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Twice Monthly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** Once during semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** Weekly.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** Once a month.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  **Frequency:** Weekly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Once a month.

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Twice Monthly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  **Frequency:** Once during the semester.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Once during the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Once during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** At least one exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Twice Weekly.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** Once during the semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** Once during semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  **Frequency:** Once a semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Seven projects per semester.
- **Other:**
  **Frequency:** Once during the semester.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

## 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** Yes

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

Submit a digital portfolio of a minimum of 20 black and white images demonstrating lighting, printing, composition, and posing

**Credit-by-Military-JST** No

**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.**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000589258

**CB03: TOP Code**
101200 - Applied Photography

**CIP Code**

50.0406 - Commercial Photography

**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**
D - Possibly 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**
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** N - Course is not an upper division course

LAS POSITAS COLLEGE

# Admin Outline Comparison

## Credit for Prior Learning: PHTO 56 - Introduction to Digital Photography

**Credit for Prior Learning: PHTO 56 - Introduction to Digital Photography (Launched)**
**compared with**
**PHTO 56 - Introduction to Digital Photography (Active - Implemented 08-17-2024)**

## Admin Outline for Photography 56
## Introduction to Digital Photography
**Effective:** Fall 2024

### Catalog Description:

### PHTO 56 - Introduction to Digital Photography
### 1.50 Units

The course covers basics for the beginner's use of digital cameras, film and flatbed scanners, and use of Adobe software for image adjustments. Exploration of digital photography compared with traditional photographic approaches and processes. Operation of Adobe digital imaging software for preparation of web site photos and print output, in both black and white and in color.
1 Units Lecture 0.5 Units Lab

| | |
|---|---|
| **Total Lecture Hours** | 18 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 45 |
| **Total Outside of Class Hours** | 36 |
| **Total Student Learning Hours** | 81 |

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Photography, or, Photographic Technology/Commercial Photography.

### Number of Times Course May Be Taken for Credit:

## Student Learning Outcomes

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

A. Demonstrate the effective use of techniques used to control and enhance a given captured digital image, i.e. levels, contrast, hue/saturation.

## Course Objectives:

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

A. Capture digital photographic image and make simple imaging corrections using imaging software
B. Use the vocabulary and terminology of digital imaging and photography
C. Utilize techniques used in photography to control digital image levels, contrast, hue and saturation, composition, lens flare, light, motion, gray scale and color balance
D. Employ digital imaging tools
E. Demonstrate selection techniques for minor adjustments and alterations of photographic images
F. Describe different methods for digital capture including how and when use of digital camera is best, its advantages and limitations
G. Demonstrate digital printing and image uploading for the web
H. Use service bureaus, photography store and custom services, and photo web processing sites
I. Transfer large digital photographic files within a local area network and among various removable storage media
J. Analyze the effect of digitally manipulated images on selected segments of society with emphasis on student understanding of media ethics

## Course Content:

**Lecture:**

1. Overview
    1. Define a digital image
    2. How a digital image is created
        1. Film
        2. Digital camera
2. Digital cameras
    1. Overview
    2. Usefullness
    3. Components
    4. Operations
3. Scanning
    1. Image resolution
    2. File size
    3. Histograms
4. Color correction
    1. Levels
    2. Hue/saturation

3. Curves
    1. Highlights
    2. Shadows
4. Color correction
5. Saturation
6. Image enhancement

5. Selective color enhancement
    1. Utilizing layers
    2. Masks
    3. Tools
        1. Selection techniques
        2. Color tools
            1. Software features
            2. Match
            3. Enhance

**Lab Activities:**

## Methods of Instruction:

1. Lecture
2. Discussion
3. Demonstration
4. Audio-visual Activity
5. Class critiques
6. Media examples
7. Small group activity

## Methods of Evaluation

A. Class Participation
    1. Weekly.
B. Class Work
    1. Weekly.
C. Exams/Tests
    1. At least one.
D. Field Trips
    1. At least one.
E. Home Work
    1. Weekly.
F. Lab Activities
    1. Weekly.
G. Portfolios

1. At least one.

H. Projects
    1. Five projects.

I. Quizzes
    1. At least two.

J. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply during oral and written critique of photographs submitted.

## Typical Outside-of-Class Assignments

A. Other:
    1. Lab
        1. Make all necessary corrections to improve a given (less than acceptable) digital image.
        2. Manipulate the settings on a digital camera and/or software to modify the lighting and turn a color image into a black and white image.
        3. Edit and present a set of “best” images on the web.
        4. Print a chosen “best” image in at least three different output sizes or from three different output devices.
        5. Alter an image for incongruous/humorous or other special affect.
    2. Reading
        1. Read a chapter from the text and explain to your partner how to use these controls:
            1. seeing the light
            2. measuring the light
            3. metering patterns
            4. working with the light meter
            5. overriding the light meter
            6. beating backlight
    3. Writing
        1. Prepare an explanation of the standard features of a simple-to-use digital camera and compare it to a semi-professional digital DSLR camera.
        2. Using the criteria list, critique your own single best and worst images.

## Textbooks (Typical):

**Textbook:**

1. Scott Kelby *The Adobe Photoshop Book for Digital Photographers.* 2nd ed., New Riders, 2023.
2. Conrad Chavez *Adobe Photoshop Classroom in a Book.*, Adobe Press, 2023.
3. Jim Stone, Barbara London *A Short Course in Photography: Digital.* 4th ed., Pearson, 2018.

## Other Materials Required of Students

1. USB flash drive .
2. A digital camera (provided by LPC if student does not have one of their own).

## Equity Based Curriculum

- Course Content
- Methods of Instruction
- Textbooks/Materials
- Other Materials Required of Students

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

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

After talking to my colleagues and dean, we decided to offer PHTO 56 Intro to Digital Photography as a fully online course. This will allow students to continue their classes and complete their educational goals with the convenience of distance learning. The class material is extremely adaptable for online learning.

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

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

**Accessibility:**

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

**Syllabus:**

**Course Objectives:**

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

## DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Twice monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Twice monthly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Twice monthly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  **Frequency:** Twice monthly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Twice Monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Twice Monthly.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** Twice monthly.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  **Frequency:** Weekly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Once a month.

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:** Once a semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Once a semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

**Frequency:** Two quizzes/exams per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Twice monthly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** Once a semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  **Frequency:** Once a month.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Five projects per semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** Once per month.
- **Other:**
  **Frequency:** Once per semester.
- **Other:**
  **Frequency:** One portfolio.

## General Education/Transfer

**General Education/Transfer Request**

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

## 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** Yes

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

Submit a digital portfolio of a minimum of 20 color images demonstrating lighting, printing, composition, and posing

**Credit-by-Military-JST** Yes

**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.**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000589255

**CB03: TOP Code**

101200 - Applied Photography

**CIP Code**

50.0406 - Commercial Photography

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

B - Transferable to CSU only.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

D - Possibly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Credit for Prior Learning: PHTO 57 - Intermediate Digital Photography

**Credit for Prior Learning: PHTO 57 - Intermediate Digital Photography (Launched)**
**compared with**
**PHTO 57 - Intermediate Digital Photography (Active - Implemented 08-22-2024)**

# Admin Outline for Photography 57 Intermediate Digital Photography

**Effective:** Fall 2024

## Catalog Description:

### PHTO 57 - Intermediate Digital Photography
### 1.50 Units

This course covers digital photography including intermediate and advanced digital image capture assignments, camera use, digital manipulation using software such as Adobe Photoshop, and preparation of image files for display printing and use on the web.
1 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- PHTO 56

| | |
|---|---|
| **Total Lecture Hours** | 18 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 45 |
| **Total Outside of Class Hours** | 36 |
| **Total Student Learning Hours** | 81 |

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Photography, or, Photographic Technology/Commercial Photography.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Create a printed hard-copy portfolio of class assignments.
B. Create an online portfolio of photographic images from class assignments.

## Course Objectives:

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

A. Demonstrate use of the manual functions of a digital camera, and efficient manipulation on a computer system
B. Use intermediate level functions found in digital editing sofware
C. Operate film scanners, color and black-and-white printers, film recorders, and/or other peripheral devices
D. Visualize and process photographic images suitable for display in print and on screen
E. Explain the role of service bureaus in the digital imaging industry
F. Create a web photographic portfolio by uploading digital images to a photographic website, organizing files, and editing the images

## Course Content:

**Lecture:**

1. Image processing/editing software
2. Peripheral devices for image import, storage, and input
3. File management, translation, and transmission
4. Visualization and image design
5. Appropriate lighting techniques, exposure and advanced digital editing controls to enhance image quality of digital images
    1. Layers
    2. Levels
    3. Curves
6. The functions of service bureaus
7. The printing of display quality digital images including web portfolio

**Lab Activities:**

## Methods of Instruction:

1. Demonstration
2. Lecture

3. Observation
4. Field Trips
5. Projects
6. Lab
7. Use of computer system and software

## Methods of Evaluation

A. Class Participation
    1. Weekly.
B. Class Work
    1. Weekly.
C. Exams/Tests
    1. At least one.
D. Field Trips
    1. At least one.
E. Home Work
    1. Weekly.
F. Lab Activities
    1. Weekly.
G. Papers
    1. At least one.
H. Portfolios
    1. At least one.
I. Projects
    1. Five projects.
J. Quizzes
    1. At least two.
K. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply during oral critique of photographs submitted.

## Typical Outside-of-Class Assignments

A. Other:
    1. Capture images that incorporate shadow and reflection as primary value elements
    2. Make all needed adjustments in digital editing sofware to create an 11" X 14" portfolio set of prints
    3. Use several unaltered images and blend into a collaged single image
    4. Create a photograph including incongruities and/or humorous elements
    5. Create an image which combines natural and artificial lighting

## Textbooks (Typical):

**Textbook:**

1. Scott Valentine *The Hidden Power of Adobe Photoshop: Mastering Blend Modes and Adjustment Layers for Photography.* 1st ed., Adobe Press, 2020.
2. Conrad Chavez *Adobe Photoshop Classroom in a Book.*, Adobe Press, 2023.
3. Brett Malley *Adobe Master Class: Advanced Compositing.* 2nd ed., Adobe Press, 2017.
4. Michael Freeman *The Photographer's Eye Digitally Remastered.* 10th ed., Focal Press-Routledge, 2018.

## Other Materials Required of Students

1. USB flash drive .
2. A digital camera (provided by LPC if student does not have one of their own) .
3. A portable hard drive (recommended).

## Equity Based Curriculum

- Course Content
- Methods of Instruction
- Textbooks/Materials
- Other Materials Required of Students

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

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

**Rationale for DE**

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

After talking to my colleagues and dean, we decided to offer Intermediate Digital Photography as a fully online course in emergency situations. This will allow students to continue their classes and complete their educational goals without being delayed by emergency situations out of their control.

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

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

**Accessibility:**

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

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

**Syllabus:**
**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Twice monthly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Twice monthly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Twice monthly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  **Frequency:** Twice monthly

**Student-Student Interaction**

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

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  **Frequency:** Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Once a month

**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:** Once a semester
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Once a semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Once a semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** Two quizzes per semester, one midterm
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly (synchronous)
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Twice monthly
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** Once a semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  **Frequency:** Once per month
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Five projects
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** Once per month
- **Other:**
  **Frequency:** One portfolio
- **Other:**
  **Frequency:** Once per semester

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

## 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** Yes

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

Submit a digital portfolio of a minimum of 20 color images demonstrating lighting, printing, composition, and posing

**Credit-by-Military-JST** Yes

**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.**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000589252

**CB03: TOP Code**

101200 - Applied Photography

**CIP Code**

50.0406 - Commercial Photography

**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**

D - Possibly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

**Admin Outline Comparison**

## Credit for Prior Learning: PHTO 58 - Introduction to Videography

**Credit for Prior Learning: PHTO 58 - Introduction to Videography (Launched)**
**compared with**
**PHTO 58 - Introduction to Videography (Active - Implemented 08-15-2026)**

# Admin Outline for Photography 58
# Introduction to Videography
**Effective:** Fall 2026

## Catalog Description:

### PHTO 58 - Introduction to Videography
### 3.00 Units

Introduction to the theory and practice of single-camera video production and non-linear video editing, including project production phases and aesthetic theories, time-based visual and sound design and recording, lighting basics, camera types and camera operation, video output, working creatively in a collaborative environment, industry standards, and using an Apple computer.
2 Units Lecture 1 Units Lab

| | |
|---|---|
| **Total Lecture Hours** | 36 |
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 90 |
| **Total Outside of Class Hours** | 72 |
| **Total Student Learning Hours** | 162 |

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Photography, or, Photographic Technology/Commercial Photography, or, Film Studies.

## Number of Times Course May Be Taken for Credit:

## Student Learning Outcomes

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

A. Demonstrate knowledge of both the technical and aesthetic aspects of video field production.
B. Correctly operate field and video equipment.
C. Successfully use an industry-standard digital video editing program to produce completed video projects combining video, sound, and titles.

## Course Objectives:

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

A. Apply effective communication skills in order to work creatively in a production environment on a small project team
B. Create a basic screenplay and storyboard for a video project
C. Compare the basic differences between camera types
D. Use three-point lighting in a short video project
E. Use a variety of cameras to record a video project, applying the basics of camera movement
F. Identify essential roles, phases, and tools for editing a video project
G. Organize, prioritize, and plan sequences of tasks related to video editing project
H. Assemble video and sound clips based on an edit-decision list (EDL)
I. Use a major video editing program to produce cohesive completed projects combining video, sound, and titles
J. Evaluate the efficacy of a video and sound composition
K. Define major ethical and aesthetic issues in post production business today

## Course Content:

**Lecture:**

1. Overview
    1. Roles, projects and process of video production and editing
        1. Pre-production, production and post-production
    2. Business, educational, and cultural opportunities in video production
    3. General history of film and video production
        1. Overview of the history of pre-digital and digital film and video production
        2. Different regional video standards
        3. Film and video industries today
    4. Ethical and aesthetic considerations of video projects and responsibilities of videographers and filmmakers
    5. Working creatively in collaborative environment
2. Concepts
    1. Time-based visual design and storyboarding
    2. Sound design and layered audio
    3. Introduction to non-linear editing systems
    4. Acting and directing

3. Pre-production
    1. Project planning
    2. Writing video script
    3. Creating a simple storyboard
4. Production
    1. Basic lighting techniques and equipment, including three-point lighting
    2. Camera types and analog vs. digital video
    3. Camera operation
        1. File formats, lens operation, basic filters and tripod use
    4. Basic audio including microphone types and uses, and mounting techniques
    5. Planning for and executing sound design
        1. Basic sound theory including balance, presence, and perspective
    6. Shooting videos according to basic cinematography process
        1. Picture composition
5. Post-Production/Editing
    1. Post-production theory including continuity and dynamic editing
    2. Importing clips
    3. Setting inpoints/outpoints, working with a non-linear video editing timeline
    4. Superimpositions, motion settings, filters
    5. Text-typography and text-animation
    6. Graphics
        1. Image editing
    7. Delivery media
        1. Digital file formats
        2. Web delivery
6. Final Considerations
    1. Evaluate the efficacy of the final video project
    2. Consider business and industry-related issues of video projects
    3. Content creation in relation to social justice, race/ethnicity, gender, class, sexual orientation, and ability

**Lab Activities:**

1. Group project work
2. Production
    1. Introduction to lighting, including three-point lighting
    2. Introduction to camera types and analog vs. digital video
    3. Introduction to camera movement
    4. Introduction to microphones types and uses
    5. Planning for and executing sound design
    6. Shooting videos according to basic cinematography process
3. Post-Production/Editing
    1. Importing clips
    2. Setting inpoints/outpoints, working with a non-linear video editing timeline
    3. Superimpositions, motion settings, filters
    4. Text-typography and text-animation

5. Graphics
    1. Image editing
6. Delivery media
    1. Digital file formats
    2. Web delivery

4. A final video project for review and evaluation during a screening

## Methods of Instruction:

1. Lab
2. Observation
3. Projects
4. Lecture
5. Demonstration -
6. Field Trips -
7. Discussion -
8. Guest Lecturers - Guest lecturers from the field: cinematography, sound designing, video editing, filmmaking
9. Simulations - Simulation of industry environment of multimedia projects
10. Teamwork drills – group problem solving
11. Peer reviews

## Methods of Evaluation

A. Class Participation
    1. Weekly.
B. Class Work
    1. Weekly.
C. Exams/Tests
    1. At least one scheduled test.
D. Field Trips
    1. At least one.
E. Group Projects
    1. At least three.
F. Home Work
    1. Weekly.
G. Lab Activities
    1. Weekly.
H. Oral Presentation
    1. At least one.
I. Papers
    1. At least one.
J. Projects
    1. At least three that demonstrate appropriate practical knowledge
K. Quizzes
    1. At least two scheduled quizzes.

L. Research Projects
    1. At least one.
M. At least three Written assignments, including a project design proposal and script

## Typical Outside-of-Class Assignments

A. Reading:
    1. Read a chapter in preparation for a discussion in class
B. Writing:
    1. Prepare a written critique of one of the experimental storyboards, using the criteria for evaluating as presented in class and in the text.
    2. Complete a shot-by-shot analysis from a sample video.
    3. Prepare an abstract of one journal article on video topics, film industry, web-based or television criticism.
C. Project:
    1. Projects emphasizing problem-solving, critical thinking, and exploring social justice, race/ethnicity, gender, class, sexual orientation, and ability
        1. Prepare a plan for a short video project, e.g. an interview, a short documentary, a commercial, music video, and/or a short narrative film.
        2. Working in a group setting, design a 5-minute storyboard using the techniques and concepts introduced in class and in the text.
            1. Identify the barriers that might be encountered and how they can be overcome.

## Textbooks (Typical):

**Textbook:**

1. Maxim Jago *Adobe Premiere Pro CC Classroom in a Book*. 2nd ed., Adobe Press, 2022.
2. Ronald J. Compose, Jaime S. Gomez *Introduction to Video Production*. 2nd ed., Rutledge-Focal Press, 2018.
3. Jim Owens *Video Production Handbook*. 7th ed., Routledge-Focal Press, 2023.
4. Mick Hurbis-Cherrier *Voice and Vision: A Creative Approach to Narrative Filmmaking*. 4th ed., Routledge, 2023.
5. Tom Schroeppel, Chuck DeLaney *The Bare Bones Camera Course for Film and Video*. 3rd ed., Allworth , 2015.

## Other Materials Required of Students

1. Large capacity USB drive .
2. SD or other memory card for camera.
3. Video camera or DSLR camera (optional).
4. External Hard Drive (optional).
5. Headphones (optional).

## Equity Based Curriculum

- Course Content

- Methods of Instruction
- Typical Texts
- Other Materials Required of Students

## Requisite Validation

## DE Proposal

**Delivery Methods**

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

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

**Rationale for DE**

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

After talking to my colleagues and dean we decided to offer PHTO 58 as a fully or partially online course. This will allow students to continue their classes and complete their educational goals with the convenience of distance learning. The class material is adaptable for online learning.

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

The decision was made after discussion with my colleagues and our dean and hearing from students in the program.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

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

## DE Course Interaction

**Instructor-Student Interaction**

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

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Twice monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Twice Monthly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** Three times per semester.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** Once a month.

**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:** Three times per semester.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Once during the semester.

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Once during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** At least three quizzes or tests.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** Once during the semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** Once during semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  **Frequency:** Once a semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** At least three video projects per semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** Once during the semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** At least once per semester.

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer
- Transfers to CSU - Approved

C-ID: FTVE 130

## 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** Yes
**Please list the requirements/criteria/possible materials for a student to submit in their portfolio.**
Submit a digital portfolio of a minimum of 5 videos of different types of projects
**Credit-by-Military-JST** Yes
**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.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000589259

**CB03: TOP Code**

~~061220 - Film Production~~

101200 - Applied Photography

**CIP Code**

~~50.0602 - Cinematography and Film/Video Production~~

10.0201 - Photographic and Film/Video Technology/Technician

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

B - Transferable to CSU only.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

D - Possibly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Credit for Prior Learning: PHTO 64A - Artificial Light Photography

**Credit for Prior Learning: PHTO 64A - Artificial Light Photography (Launched)**
**compared with**
**PHTO 64A - Artificial Light Photography (Active - Implemented 08-15-2025)**

# Admin Outline for Photography 64A
# Artificial Light Photography
**Effective:** Fall 2025

## Catalog Description:

### PHTO 64A - Artificial Light Photography
### 3.00 Units

Photography using light sources selected and manipulated by the photographer, use of light sources in a controlled situation to achieve technically accurate renditions of subject matter and to make successful visual statements, and lighting techniques for product, still life, and portrait photography.
1.5 Units Lecture 1.5 Units Lab

**Recommended Course Preparation:**

- PHTO 50 **or** PHTO 56

| | |
|---|---|
| **Total Lecture Hours** | 27 |
| **Total Lab Hours** | 81 |
| **Total Inside of Class Hours** | 108 |
| **Total Outside of Class Hours** | 54 |
| **Total Student Learning Hours** | 162 |

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Photography, or, Photographic Technology/Commercial Photography.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Produce portraits using various poses, light patterns and light ratios.

## Course Objectives:

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

A. Explain how various light sources affect black and white and color photographic materials
B. Explain practical and theoretical differences between various light sources
C. Employ artificial light sources to produce well crafted and visually successful photographic images
D. Produce studio photographs of products and objects faithfully rendering them in the photographic image in both color and black and white
E. Operate electronic flash equipment in the studio and in field situations
F. Produce portraits using various light patterns and posing.

## Course Content:

**Lecture:**

1. Color temperature
    1. Artifical light source
    2. Use of filters
    3. Daylight and tungsten films
2. Calculating exposure
    1. Light meter techniques
    2. Use of gray card
    3. Lighting ratios
3. Electronic flash
    1. Studio units
    2. Portable flash units
    3. Use of flash meter
    4. Flash accessories
4. Basic studio lighting for products
    1. Light sources
    2. Reflector cards
    3. Modifying light sources
    4. Composition
5. Basic portrait lighting
    1. Rembrandt
    2. Butterfly
    3. Loop
    4. Split

6. Posing
    1. Classical formal posing
    2. Informal posing
    3. Candid posing
7. Outdoor portraits
    1. Exposure techniques
    2. Fill flash
    3. Use of reflectors
    4. Background selection
8. Creative application of artificial lighting
    1. Mood
    2. Form
    3. Texture

**Lab Activities:**

1. Lighting products and people for photography.
2. Lighting for particulator effects.
3. Measure lighting for successful exposures.
4. Use of small portable strobes for camers.

## Methods of Instruction:

1. Guest Lecturers - and laboratory demonstration
2. Field Trips -
3. Lecture - work from artists with diverse backgrounds is presented and discussed
4. Observation -
5. Projects -
6. Lab -
7. Audio-visual Activity -
8. Critique -

## Methods of Evaluation

A. Class Participation
    1. Daily.
B. Exams/Tests
    1. At least two.
C. Field Trips
    1. At least one.
D. Home Work
    1. Weekly.
E. Lab Activities
    1. Daily.
F. Papers
    1. At least one.
G. Portfolios

1. One major final porfolio.

H. Projects
    1. At least five.
I. Quizzes
    1. At least four.
J. Research Projects
    1. At least one.
K. Classroom critiques after each assignment in which students work with instructor to determine specific lighting and printing criteria appropriate to the assignment and to apply them to the critique.

## Typical Outside-of-Class Assignments

A. Reading:
    1. Readings from textbooks and other materials.
B. Laboratory:
    1. Use both studio strobe, studio tungsten and natural lighting; shoot the same model using the same approach and make your best resulting prints for comparison and class critique.
    2. Shoot a portrait of a couple (two people or a person with a pet) using one, two, three and four light set ups. Print one of each for class critique.
    3. Shoot a table top still life of three fruits or other foods which tells something about the use of these objects. For example: lemons, grapefruits or oranges – one cut up – possibly coupling them with a knife or glass filled with juice.

## Textbooks (Typical):

**Textbook:**

1. Joy McKenzie, Daniel Overturf, Josh D. Sanseri *Artificial Lighting for Photography.* 2nd ed., Cognella, 2024.
2. Scott Kelby *Light It, Shoot It, Retouch It: Learn it all, from lighting with flash, to the camera settings and gear, to retouching in Lightroom and Photoshop.* 2nd ed., Rocky Nook, Inc., 2023.
3. Peter Hurley *Headshots.* 1 ed., New Riders-Peachpit, 2016.
4. Nick Fancher *Studio Anywhere 2: Hard Light.* 1 ed., Rocky Nook, Inc., 2017.
5. Roberto Valenzuela *Picture Perfect Lighting.* 1 ed., Rocky Nook, Inc., 2016.

## Other Materials Required of Students

1. Digital media cards, color negative/slide or black and white film.
2. Printing paper .
3. DSLR, mirrorless camera, or 35mm camera or medium format camera - one that accepts interchangeable lenses .
4. USB drive/storage for images.

## Equity Based Curriculum

- Methods of Instruction

## Requisite Validation

## DE Proposal

Delivery Methods

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

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

**Rationale for DE**

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

After talking to my colleagues and dean, we decided to offer Artificial Light Photography as a fully online course in emergency situations. This will allow students to continue their classes and complete their educational goals without being delayed by emergency situations out of their control.

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

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

**Accessibility:**

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

**Syllabus:**

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 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:** Twice monthly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** As needed.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Twice monthly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  **Frequency:** Twice monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** Working on projects, receiving critiques of work, attending office hours.

**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:** 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
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

**Frequency:** Monthly.

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  **Frequency:** Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Weekly

**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:** Monthly.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Once a semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Once a semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Four quizzes, one midterm exam, and final during the semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Twice weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** Once a semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  **Frequency:** Twice monthly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Six projects over the semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** At least once
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** Monthly.
- **Other:**
  **Frequency:** One Portfolio

## General Education/Transfer

**General Education/Transfer Request**

CSU Transfer

- Transfers to CSU - Approved

## 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** Yes

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

Submit a digital portfolio of a minimum of 20 images displaying effective use of artificial lighting

**Credit-by-Military-JST** Yes

**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.**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000521915

**CB03: TOP Code**

101200 - Applied Photography

**CIP Code**

50.0406 - Commercial Photography

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

B - Transferable to CSU only.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Credit for Prior Learning: PHTO 66 - Digital Imaging

**Credit for Prior Learning: PHTO 66 - Digital Imaging (Launched)**
**compared with**
**PHTO 66 - Digital Imaging (Active - Implemented 08-15-2025)**

## Admin Outline for Photography 66
## Digital Imaging
**Effective:** Fall 2025

### Catalog Description:

### PHTO 66 - Digital Imaging
### 3.00 Units

The course covers desktop digital imaging systems including editing software, scanning, camera use, and digital printing. Students will learn to use devices for image capture, storage, output, how to apply traditional photographic controls to enhance image quality in the digital medium, and to digitally manipulate images using digital editing software.
1.5 Units Lecture 1.5 Units Lab

| | |
|---|---|
| **Total Lecture Hours** | 27 |
| **Total Lab Hours** | 81 |
| **Total Inside of Class Hours** | 108 |
| **Total Outside of Class Hours** | 54 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

Optional

**Justification for course proposal**

### Discipline:

Photography, or, Photographic Technology/Commercial Photography.

### Number of Times Course May Be Taken for Credit:

## Student Learning Outcomes

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

A. Apply intermediate level functions found in image editing and image processing software

## Course Objectives:

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

A. Use the basic Macintosh operating system
B. Apply intermediate level functions found in image editing and image processing software
C. Operate film scanners, color and black-and-white printers, film recorders, and other peripheral devices
D. Visualize and process photographic images suitable for efficient manipulation on a computer system
E. Explain the role of service bureaus in the digital imaging industry
F. Operate on a local area network
G. Produce a digital negative using an inkjet printer to make a contact print in a chemical dark room

## Course Content:

**Lecture:**

1. Macintosh operating system (or system with equivalent functionality)
2. Image processing/editing software
3. Peripheral devices for image import, storage, and output
4. File management and translation
5. Visualization and image design
6. Exposure and development of photographic film to enhance image quality in the digital medium
7. Service bureaus
8. Local area networks
9. Digital negatives, traditional prints, and contact prints

**Lab Activities:**

1. Inputing work from a digital or mirrorless camera.
2. Digital editing.
3. Printing digital images.

## Methods of Instruction:

1. Projects -
2. Lecture - work from artists with diverse backgrounds is presented and discussed
3. Demonstration -
4. Guest Lecturers -
5. Lab -
6. Observation -
7. Field Trips -
8. Use of computer system and software

## Methods of Evaluation

A. Class Participation
    1. Daily
B. Exams/Tests
    1. Two per semester.
C. Field Trips
    1. At least one per semester
D. Home Work
    1. Weekly
E. Lab Activities
    1. Weekly
F. Portfolios
    1. One final portfolio
G. Projects
    1. Seven per semester
H. Quizzes
    1. At least two per semester
I. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply them to oral critique of photographs submitted. Print generation

## Typical Outside-of-Class Assignments

A. Project:
    1. Students are encouraged to pick subjects that speak to their lived experiences.
        1. Create a photograph including incongruities and/or humorous elements.
        2. Create an image which combines natural and artificial lighting.
        3. Convincingly alter a classic or historic photographic image.
        4. Create a series of images that tell a narrative.
        5. Create a digital negative.
B. Laboratory:
    1. Make all necessary corrections in digital editing software to create a set of 11" x 14" prints.
    2. Digitize multiple unaltered film images and blend into collaged single image.

## Textbooks (Typical):

**Textbook:**

1. Tom Ang *Digital Photographer's Handbook: 7th Edition of the Best-Selling Photography Manual*. 7th ed., DK, 2020.
2. DK *The Beginner's Photography Guide: The Ultimate Step-by-Step Manual for Getting the Most From Your Digital Camera*. Updated ed., DK, 2024.
3. Michael Freeman *The Photographer's Eye Digitally Remastered*. 10th ed., Focal-Press-Rutledge, 2018.
4. Conrad Chavez *Adobe Photoshop Classroom in a Book*. 1st ed., Adobe Press, 2023.

## Other Materials Required of Students

1. 35 mm camera.
2. DSLR camera.
3. Digital media SD card.
4. Thumb drive or external hard drive.

## Equity Based Curriculum

- Methods of Instruction
- Assignments

## Requisite Validation

## DE Proposal

**Delivery Methods**

- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**
- **Emergency Fully Online (EFO)**

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

Hands on lab work is essential and is a best practice.

**Rationale for DE**

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

To allow for student accessibility.

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

Thought about it and discussed with colleagues and Dean.

**Accessibility:**

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

**Syllabus:**

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

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

**Course Objectives:**

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

## DE Course Interaction

**Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** Twice monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** At the discretion of the instructor
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** As needed.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  **Frequency:** At least monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** Weekly labs.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** Monthly.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Twice-monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Once a month

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** One per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** Weekly.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  **Frequency:** Monthly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Monthly.

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Twice monthly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  **Frequency:** Once per semester.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** One per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** One per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** At least 2 quizzes and 2 exams
- **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
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** At least one per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Seven per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** At least seven per semester

## General Education/Transfer

**General Education/Transfer Request**

CSU Transfer

- Transfers to CSU - Approved

## 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** Yes
**Please list the requirements/criteria/possible materials for a student to submit in their portfolio.**
Submit a digital portfolio of a minimum of 20 images demonstrating lighting, printing, composition, and posing
**Credit-by-Military-JST** Yes
**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.**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000374655

**CB03: TOP Code**
101200 - Applied Photography

**CIP Code**

50.0406 - Commercial Photography

**CB04: Credit Status**
D - Credit - Degree Applicable

**CB05: Transfer Status**
B - Transferable to CSU only.

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
C - Clearly Occupational

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

**CB11: Course Classification Status**

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

**CB21: Course Prior to College**
Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

LAS POSITAS COLLEGE

Admin Outline Comparison

## Credit for Prior Learning: PHTO 68 - Color Field Photography

**Credit for Prior Learning: PHTO 68 - Color Field Photography (Launched)**
**compared with**
**PHTO 68 - Color Field Photography (Active - Implemented 03-23-2023)**

# Admin Outline for Photography 68
# Color Field Photography
**Effective:** Fall 2023

## Catalog Description:

### PHTO 68 - Color Field Photography
### 3.00 Units

This course covers the use of either digital photography or color slide or negative film to explore the solution of special technical and visual problems encountered in location shooting.
2.5 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- PHTO 50 **or** PHTO 56

| | |
|---|---|
| **Total Lecture Hours** | 45 |
| **Total Lab Hours** | 27 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

## Course Grading:

Optional

**Justification for course proposal**

## Discipline:

Photography, or, Photographic Technology/Commercial Photography.

## Number of Times Course May Be Taken for Credit:

## Student Learning Outcomes

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

A. Assemble a body of work for public exhibition. Images should be from class assignments.
B. Attend class field trips around the bay area to obtain images for assignments.
C. Make a slide presentation on an assigned thematic field shooting assignment, i.e. "urban cityscape".

## Course Objectives:

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

A. Utilize the correct exposure in special lighting situations, such as side lighting, back lighting, fill light, defused light
B. Demonstrate effective and creative manipulation of the camera controls
C. Analyze and describe what makes the most effective images in one's own work and in the work of others
D. Produce sets of images on several photo themes and/or topics using visually effective imagery
E. Demonstrate control of the total image capture area of slide film or digital media in order to compose images "full frame"
F. Produce an effective visual image regardless of changing shooting conditions or subject matter
G. Construct images with emphasis on different compositional elements, such as color, framing, directional lighting, line, form, value;
H. Investigate a variety of ways to photographically capture color

## Course Content:

**Lecture:**

1. Field lighting problems
    1. Special metering problems and exposure selections
    2. Methods of fill lighting
    3. Filters for controlling color slide film or digital media
2. Creative camera control
    1. Equivalent exposures
    2. Depth of field controls
    3. Stop action controls
    4. Use of filters
    5. Lens focal lengths
3. Visual literacy
    1. "Reading" the composition of a photograph
    2. Selecting the most effective composition for a given subject
    3. Composing "full frame"
    4. Comparisons of film and digital media
    5. Differences in "seeing" compositions in color vs.  black and white
4. Working with color
    1. Different colors of light
    2. Color relationships

3. Effects of harmony and discord
4. Monochromatic color
5. Dominant color

5. Exploring picture composition
    1. Composition and line
    2. Balance, position, and scale
    3. Point of interest
    4. Shape and silhouette
    5. Texture and pattern
    6. Approach and perspective
    7. Reflections and shadows
6. Moods of natural and artificial lighting
    1. Sunlight and moonlight under various skies, times of day/night
    2. Water and reflections
    3. Back lighting
    4. Diffused light
    5. Equipment and techniques for coping with insufficient light

**Lab Activities:**

## Methods of Instruction:

1. Field Trips - various locations for group shooting
2. Observation
3. Projects
4. Lab
5. Lecture - demonstration using extensive visual aids, both print and projected images
6. Critique
7. Student presentations of at least 10 images from each assignment
8. Instructor and student critiques on shooting problems and images projected in class

## Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Work
    1. Daily
C. Exams/Tests
    1. Monthly
D. Field Trips
    1. Once or twice per term
E. Home Work
    1. Daily

F. Lab Activities
    1. Daily
G. Portfolios
    1. Once per term
H. Projects
    1. Monthly
I. Quizzes
    1. Weekly
J. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply during oral and written critique of photographs submitted.

## Typical Outside-of-Class Assignments

A. Other:
    1. Water
        1. Capture images with water as the dominant theme.
            1. Emphasis on a variety of approaches to the subject may include people, animals, landscape, reflections and movement.
    2. Skies
        1. explore natural illumination which changes appearance of a selected subject (i.e., a barn, a lake).
            1. The changing color and effect of the sky should be evident, as well as a wide variety of approaches.
    3. Color design
        1. Explore the creative uses of color selection, saturation, simplicity, dominance, diffusion, etc.
    4. Close-ups
        1. Explore a subject (i.e., a large old building, a large field of grass, a pile of junk) to create compositions emphasizing line, texture, color, shape, etc.
    5. Utilize lens filters to change density, polarization, and color of a scene.

## Textbooks (Typical):

**Textbook:**

1. Bryan Peterson, Susana Heide Schellenberg *Understanding Color in Photography: Using Color, Composition and Exposure.* 1st ed., Watson-Guptill Publication/Penguin Random House, 2017.
2. Brenda Tharp *Expressive Nature Photography: Design, Composition and color.* 1st ed., Monacelli Press, 2017.
3. Michael Freeman *The Photographer's Eye Digitally Remastered.* 10th ed., Focal Press-Routledge, 2018.
4. Harry Gruyaert *Harry Gruyaert: Between Worlds.* 1 ed., Thames & Hudson, 2023.
5. Zora J. Murff *True Colors (or, Affirmations in a Crisis)* . 1st ed., Aperture, 2022.

## Other Materials Required of Students

1. USB flash drive.

2. A digital camera.
3. Recommend a portable hard drive.
4. Recommend a tri-pod.

## Equity Based Curriculum

- Textbooks/Materials

## Requisite Validation

## General Education/Transfer

**General Education/Transfer Request**
CSU Transfer

- Transfers to CSU - Approved

## 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** Yes
**Please list the requirements/criteria/possible materials for a student to submit in their portfolio.**
Submit a digital portfolio of a minimum of 20 color images of on location shooting
**Credit-by-Military-JST** No
**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.**

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

**CB03: TOP Code**
101200 - Applied Photography

**CIP Code**

50.0406 - Commercial Photography

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

B - Transferable to CSU only.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

# 5.3. New Programs

- Music Industry Studies, AA-T
- Wellness Coach, AS
- Wellness Coach, CA

LAS POSITAS COLLEGE

# New Program: Music Industry Studies - Associate in Arts Degree for Transfer

**Rationale**

New ADT. Will not require any new coursework. This program will give music technology majors a transfer option rather than complete the general Music AA-T.

**TOP Code**

1005.00 - Commercial Music*

**CIP Code**

50.0913 - Music Technology

**1. Statement of Program Goals and Objectives**

The Associate in Arts in Music Industry Studies for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Music Industry Studies or a similar major. Students who obtain the Associate in Arts in Music Industry Studies for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of Music Industry Studies or a similar major.

**2. Catalog Description**

The Associate in Arts in Music Industry Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Music Industry Studies. Completion of the Music Industry Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Music Industry Studies 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.

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

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**Program Title**

Music Industry Studies

**Award Type**

Associate in Arts Degree for Transfer

**Effective Term**

Fall 2027

**Program Description**

The Associate in Arts in Music Industry Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Music Industry Studies. Completion of the Music Industry Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Music Industry Studies 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: (22 Units)*

| | | | |
|---|---|---|---|
| MUS 8A | Music Theory and Musicianship 1 | 4.0 | 1st |
| MUS 8B | Music Theory and Musicianship 2 | 4.0 | 2nd |
| MUS 21A | Beginning Piano | 1.0 | 1st |
| MUS 21B | Intermediate Piano | 1.0 | 2nd |
| MUS 35 | Introduction to Music Technology | 3.0 | 1st |
| MUS 36 | Intermediate Music Technology | 3.0 | 2nd |
| MUS 37 | Music Business | 3.0 | 3rd |
| MUS 4 | Jazz in American Culture | 3.0 | 4th |
| OR | | | |
| MUS 5 | American Cultures in Music | 3.0 | 4th |
| OR | | | |
| MUS 13 | History of Rock & Roll | 3.0 | 4th |

*Total Units for the Major*

22.0

*Additional General Education and Elective Units*

| | |
|---|---|
| See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. | 38.0 |

**Total: 60.0**

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The Associate in Arts in Music Industry Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Music Industry Studies. Completion of the Music Industry Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Music Industry Studies 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** **Units:** 14.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| MUS 8A | Music Theory and Musicianship 1 | 4.0 | Major/Required | Fall |
| MUS 21A | Beginning Piano ➜] | 1.0 | Major/Required | Spring, Fall |
| MUS 35 | Introduction to Music Technology | 3.0 | Major/Required | Fall |
| Social and Behavioral Sciences (Area 4) | | 3.0 | General Education | |
| ENGL C1000 (Area 1A) | | 3.0 | General Education | |

➜] Gateway Course

**Term 2 - Spring** **Units:** 14.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| MUS 8B | Music Theory and Musicianship 2 ➜] | 4.0 | Major/Required | Spring |
| MUS 21B | Intermediate Piano ➜] | 1.0 | Major/Required | Spring |
| MUS 36 | Intermediate Music Technology ➜] | 3.0 | Major/Required | Spring |
| COMM C1000 (Area 1C) | | 3.0 | General Education | |
| MATH 47 (Area 2) | | 3.0 | General Education | |

➜] Gateway Course

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

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| MUS 37 | Music Business | 3.0 | Major/Required | Summer |

**Term 4 - Fall** **Units:** 14.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| MUS 4 | Jazz in American Culture ➜] | 3.0 | | Spring, Fall |
| OR<br>MUS 5 | American Cultures in Music ➜] | 3.0 | Elective | Spring, Fall |
| OR<br>MUS 13 | History of Rock & Roll ➜] | 3.0 | Elective | Spring, Summer, Fall |
| Critical Thinking and Composition (Area 1B | | 3.0 | General Education | |
| Physical Science and Lab (Area 5A and 5C) | | 4.0 | General Education | |
| CSU Elective | | 3.0 | Elective | |
| CSU Elective | | 1.0 | Elective | |

➜] Gateway Course

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

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| CSU Elective | | 3.0 | Elective | |
| Humanities (Area 3B) | | 3.0 | General Education | |
| Social and Behavioral Sciences (Area 4) | | 3.0 | General Education | |

| | | |
|---|---|---|
| Biological Science (Area 5B) | 3.0 | General Education |
| Ethnic Studies (Area 6) | 3.0 | General Education |

**Total: 60.0**

LAS POSITAS COLLEGE

# New Program: Wellness Coach - Associate of Science Degree

**Rationale**

The Department of Health Care Access and Information has identified a need for Certified Wellness Coaches to improve the mental health of children and adolescents. The Certified Wellness Coaching Associate of Arts degree is a CTE program that will bridge the gap between medical advice and sustainable lifestyle change. The program will introduce students to the theory and practice of Wellness Coaching to assist individuals in overcoming obstacles and using evidence-based health lifestyle practices. Certified Wellness Coaches work to reduce the burden on the local healthcare system.

**TOP Code**

2104.00 - Human Services*

**CIP Code**

51.2300 - Rehabilitation and Therapeutic Professions, General

**1. Statement of Program Goals and Objectives**

The Wellness Coaching program prepares students to support individuals in achieving their health and wellness goals through evidence-based coaching strategies, behavior change techniques, effective communication skills, standardizing competencies, care coordination, and promoting early intervention. Students will develop the knowledge and practical skills needed to promote holistic well-being, facilitate sustainable lifestyle changes, and support clients in making informed decisions related to health and wellness. The program follows the Department of Health Care Access and Information requirements that are aligned with local allied health professionals.

**2. Catalog Description**

The Associate of Arts Wellness Coaching education program, which aims to address mental health challenges for children and youth by training new  Wellness Coaches to provide care to young people through prevention and early intervention services. Coaches will promote social-emotional wellbeing, prevent behavioral health challenges, and increase access to mental health and substance-use services for young people across California. This program will include study of the following areas: wellness promotion and education, screening, care coordination, individual support, group support, and crisis management awareness.

**3. Program Requirements**

| Course | Title | Units | Term |
|---|---|---|---|

*Required Core (19 units)*

| | | | |
|---|---|---|---|
| PCN 3XX | Theories and Concepts of Counseling: An Introduction | 3.0 | 3rd |
| PCN 5 | Introduction to Social Work and Human Services | 3.0 | 2nd |
| PCN 6XX | Introduction to Case Management for Human Services | 3.0 | 1st |
| PCN 50XX | Social Work and Human Services Fieldwork | 4.0 | 4th |
| HEA 1 | Introduction to Personal Health | 3.0 | 1st |
| PSYC C1000 | Introduction to Psychology | 3.0 | 1st |

*List A: Select One (3 Units)*

| | | | |
|---|---|---|---|
| CDEV C1000 | Child Growth and Development | 3.0 | 3rd |
| OR | | | |
| PSYC 12 | Life-Span Psychology | 3.0 | 3rd |

*Total Units in the Major*

22.0

*Additional General Education and Elective Units*

| | |
|---|---|
| See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. | 38.0 |

**Total: 60.0**

**4. Career Opportunities**

The Wellness Coach program prepares students for careers in youth and school-based roles, corporate and clinical health coaching management and operations, as well as other positions in allied physical and mental health sectors.

The Associate of Art degree and the Certificate of Achievement in Wellness Coaching are designed for direct job entry and/or career enhancement.

**5. Master Planning**

The California Department of Health Care Access and Information (HCAI) partners with the Foundation for California Community Colleges to deploy the Wellness Coach Designated Education Program. The program will prepare students with the knowledge and practical skills needed for employment in wellness coaching and related human services settings. As a CTE program, the degree will respond to workforce needs and provide students with applied learning and field experience that support successful transition into the workforce.

This program addresses the following LPC Master Planning Values: Responding to the needs of the ever-changing workplace and society, demonstrating civic, social and environmental responsibility, promoting ethical behavior, mutual trust, equity, and respect within our diverse community, fostering a climate of discovery, creativity, personal development, and physical and mental health, committing to anti-racist policies and practices

**6. Enrollment and Completer Projections**

Number of Students Enrolled in AA-T Social Work & Human Services Program Spring 2024: 30
Program Retention Rate (per Credit): 78%
Program Success Rate (per Credit): 67%
Number of Program Graduates in 2022-2023 (if available): 3
Number of Program Transfers for 2022-2023 (if available): 3 (I was able to determine who transferred with social work as a major)

**7. Place of Program in Curriculum/Similar Programs**

Psychology Counseling; AA-T Social Work & Human Services

**8. Similar Programs at Other Colleges in Service Area**

This program has been recommended by the BACCC.

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The Associate of Arts Wellness Coaching education program, which aims to address mental health challenges for children and youth by training new Wellness Coaches to provide care to young people through prevention and early intervention services. Coaches will promote social-emotional wellbeing, prevent behavioral health challenges, and increase access to mental health and substance-use services for young people across California. This program will include study of the following areas: wellness promotion and education, screening, care coordination, individual support, group support, and crisis management awareness.

**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** **Units:** 15.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| PSYC C1000 | Introduction to Psychology | 3.0 | Major/Required | |
| HEA 1 | Introduction to Personal Health | 3.0 | Major/Required | |
| English Composition (Area 1A) | | 3.0 | General Education | |
| Oral Communication and Critical Thinking (Area 1B) | | 3.0 | General Education | |
| AD | | 3.0 | Elective | |

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

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| PCN 5 | Introduction to Social Work and Human Services | 3.0 | Major/Required | |
| PCN 6XX | Introduction to Case Management for Human Services | 3.0 | Major/Required | |
| MATH 47 (Area 2) | | 3.0 | General Education | |
| Arts and Humanities (Area 3) | | 3.0 | General Education | |
| American Institutions (Area 9) | | 3.0 | General Education | |

**Term 3 - Fall** **Units:** 14.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| CDEV C1000 | Child Growth and Development | 3.0<br>3.0 | Major/Required | |

| | | | |
|---|---|---|---|
| OR | | | |
| PSYC 12 | Life-Span Psychology | 3.0 | Major/Required |
| PCN 3XX | Theories and Concepts of Counseling: An Introduction | 3.0 | Major/Required |
| Health (Area 8) | | 3.0 | General Education |
| Kinesiology (Area 7) | | 1.0 | General Education |
| AD Elective | | 4.0 | Elective |

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

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| PCN 50XX | Social Work and Human Services Fieldwork | 4.0 | Major/Required | |
| Natural Sciences (Area 5) | | 3.0 | General Education | |
| Ethnic Studies (Area 6) | | 3.0 | General Education | |
| AD Elective | | 6.0 | Elective | |

**Total: 60.0**

LAS POSITAS COLLEGE

# New Program: Wellness Coach - Certificate of Achievement (16 to fewer than 30 units)

**Rationale**

The Department of Health Care Access and Information has identified a need for Wellness Coaches to improve the mental health of children and adolescents. The Wellness Coaching Certificate of Achievement is a CTE program that will bridge the gap between medical advice and sustainable lifestyle change. The program will introduce students to the theory and practice of Wellness Coaching to assist individuals in overcoming obstacles and using evidence-based health lifestyle practices. Wellness Coaches work to reduce the burden on the local healthcare system.

**TOP Code**

2104.00 - Human Services*

**CIP Code**

51.2300 - Rehabilitation and Therapeutic Professions, General

**1. Statement of Program Goals and Objectives**

The Wellness Coaching program prepares students to support individuals in achieving their health and wellness goals through evidence-based coaching strategies, behavior change techniques, effective communication skills, standardizing competencies, care coordination, and promoting early intervention. Students will develop the knowledge and practical skills needed to promote holistic well-being, facilitate sustainable lifestyle changes, and support clients in making informed decisions related to health and wellness. The program follows the Department of Health Care Access and Information requirements that are aligned with local allied health professionals.

**2. Catalog Description**

The Certificate of Achievement of Wellness Coaching education program, which aims to address mental health challenges for children and youth by training new Wellness Coaches to provide care to young people through prevention and early intervention services. Coaches will promote social-emotional wellbeing, prevent behavioral health challenges, and increase access to mental health and substance-use services for young people across California. This program will include study of the following areas: wellness promotion and education, screening, care coordination, individual support, group support, and crisis management awareness.

**3. Program Requirements**

| Course | Title | Units | Term |
|---|---|---|---|

*Required Core (19 Units)*

| | | | |
|---|---|---|---|
| PCN 3XX | Theories and Concepts of Counseling: An Introduction | 3.0 | 2nd |
| PCN 5 | Introduction to Social Work and Human Services | 3.0 | 1st |
| PCN 6XX | Introduction to Case Management for Human Services | 3.0 | 1st |
| PCN 50XX | Social Work and Human Services Fieldwork | 4.0 | 2nd |
| HEA 1 | Introduction to Personal Health | 3.0 | 1st |
| PSYC C1000 | Introduction to Psychology | 3.0 | 1st |

*List A: Select One (3 Units)*

| | | | |
|---|---|---|---|
| CDEV C1000 | Child Growth and Development | 3.0 | 2nd |
| PSYC 12 | Life-Span Psychology | 3.0 | 2nd |

**Total: 22.0**

**4. Career Opportunities**

The Wellness Coach program prepares students for careers in youth and school-based roles, corporate and clinical health coaching management and operations, as well as other positions in allied physical and mental health sectors.

The Associate of Art degree and the Certificate of Achievement in Wellness Coaching are designed for direct job entry and/or career enhancement.

**5. Master Planning**

The California Department of Health Care Access and Information (HCAI) partners with the Foundation for California Community Colleges to deploy the Wellness Coach Designated Education Program. The program will prepare students with the knowledge and practical skills needed for employment in wellness coaching and related human services settings. As a CTE program, the degree will respond to workforce needs and provide students with applied learning and field experience that support successful transition into the workforce.

This program addresses the following LPC Master Planning Values: Responding to the needs of the ever-changing workplace and society, demonstrating civic, social and environmental responsibility, promoting ethical behavior, mutual trust, equity, and respect within our diverse community, fostering a climate of discovery, creativity, personal development, and physical and mental health, committing to anti-racist policies and practices

**6. Enrollment and Completer Projections**

Number of Students Enrolled in AA-T Social Work & Human Services Program Spring 2024: 30
Program Retention Rate (per Credit): 78%
Program Success Rate (per Credit): 67%
Number of Program Graduates in 2022-2023 (if available): 3
Number of Program Transfers for 2022-2023 (if available): 3 (I was able to determine who transferred with social work as a major)

**7. Place of Program in Curriculum/Similar Programs**
Psychology Counseling; AA-T Social Work & Human Services

**8. Similar Programs at Other Colleges in Service Area**
This program has been recommended by the BACCC.

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The Certificate of Achievement of Wellness Coaching education program, which aims to address mental health challenges for children and youth by training new Wellness Coaches to provide care to young people through prevention and early intervention services. Coaches will promote social-emotional wellbeing, prevent behavioral health challenges, and increase access to mental health and substance-use services for young people across California. This program will include study of the following areas: wellness promotion and education, screening, care coordination, individual support, group support, and crisis management awareness.

**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** **Units:** 12.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| PCN 5 | Introduction to Social Work and Human Services | 3.0 | Major/Required | |
| PCN 6XX | Introduction to Case Management for Human Services | 3.0 | Major/Required | |
| PSYC C1000 | Introduction to Psychology | 3.0 | Major/Required | |
| HEA 1 | Introduction to Personal Health | 3.0 | Major/Required | |

**Term 2 - Spring** **Units:** 10.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| PCN 3XX | Theories and Concepts of Counseling: An Introduction | 3.0 | Major/Required | |
| PCN 50XX | Social Work and Human Services Fieldwork | 4.0 | Major/Required | |

| | | | |
|---|---|---|---|
| | | 3.0 | |
| PSYC 12 | Life-Span Psychology | 3.0 | Major/Required |
| OR | | | |
| CDEV C1000 | Child Growth and Development | 3.0 | Major/Required |

**Total: 22.0**

# 5.4. Program Modifications

- Administrative Assistant, AA
- Administrative Assistant, CA
- Computer Information Systems, AA
- Web Development, CA

LAS POSITAS COLLEGE

# Admin Narrative Comparison

**Technical Program Revision: Administrative Assistant - Associate of Arts Degree (Launched)**
**compared with**
**Administrative Assistant - Associate of Arts Degree (Active - Implemented 08-15-2025)**

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**Rationale**

**TOP Code**
0514.40 - Office Management*

**CIP Code**
52.0204 - Office Management and Supervision

**1. Statement of Program Goals and Objectives**

~~The goal of the Administrative Assistant Associate of Arts degree program is to provide students with the skills they need to effectively work in a constantly changing office environment. Competencies include integrated computer applications, accounting, professional communications, human relations, and business ethics. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, practical skills that the student can apply in real-world setting.~~

The goal of the Administrative Assistant Associate of Arts degree program is to provide students with the skills they need to effectively work in a constantly changing office environment. Competencies include integrated computer applications, accounting, professional communications, human relations, and business ethics. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, and practical skills that the student can apply in a real-world setting.

## 2. Catalog Description

~~The Administrative Assistant Associate of Arts degree provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, accounting skills, as well as an understanding for the human relations and ethics that are important to success in a today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, practical skills that the student can apply in real-world setting.~~

The Administrative Assistant Associate of Arts degree provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, and accounting skills, as well as an understanding of human relations and ethics that are important to success in today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, and practical skills that the student can apply in a real-world setting.

## 3. Program Requirements

| Course | Title | Units | Term |
|---|---|---|---|

~~*Required Core: (30-33 Units)*~~ *Required Core: (34-37 Units)*

| | | | |
|---|---|---|---|
| BUSN 30 | Business Ethics and Society | 3.0 | 2nd |
| BUSN 40 | Introduction to Business | 3.0 | 1st |
| BUSN 48 | Human Relations in Organizations | 3.0 | 2nd |
| BUSN 51 | Accounting for Small Businesses | 3.0 | 3rd |
| OR | | | |
| BUSN 1A | Financial Accounting | 4.0 | 3rd |
| CIS 43/CS 43/CNT 43 | Professional Communications | 3.0 | |
| CIS 50 | Introduction to Computing Information Technology | 3.0 | 1st |
| CIS 54 | MS Excel Essentials | 4.0 | 4th |
| CIS 55 | Integrating Office Applications | 4.0 | 2nd |
| CIS 74 | Administrative Office Professional | 3.0 | 3rd |
| CIS 88A | ~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools | ~~1~~ 2.~~5~~ 0 | 1st |
| CIS 88B | ~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools | ~~1~~ 2.~~5~~ 0 | 1st |
| WRKX 94 | Occupational Work Experience/Internship | 1.0-~~10~~ 3.0 | 1st |
| OR | | | |
| WRKX 95 | General Work Experience | 1.0-3.0 | 1st |

*List A: Select From Below (6-7 Units)*

| | | | |
|---|---|---|---|
| BUSN 56 | Introduction to Management | 3.0 | 4th |
| CIS ~~55B~~ | ~~Advanced MS Office Skills~~ | ~~2.0~~ | ~~3rd~~ |
| ~~CIS 57~~ | ~~Database Concepts~~ | ~~3.0~~ | ~~4th~~ |
| ~~CIS~~ 59 | Web Dev: HTML/CSS/Javascript | 3.0 | 4th |
| CIS 62 | Project Management | 3.0 | 4th |
| CIS ~~72A~~ | ~~Data Management~~ | ~~1.0~~ | ~~4th~~ |
| ~~CIS~~ 73A | Ten-Key Skill Development | ~~1.0~~ | ~~4th~~ |
| ~~CIS 72B~~ | ~~Basic Office Integration~~ | 1.0 | 4th |
| CIS 89A | Desktop Presentation | 1.0 | 4th |
| CIS 75 | Office Technology/Communications | 1.0 | 4th |
| MKTG 50 | Introduction to Marketing | 3.0 | 4th |

*Total Units for the Major*

~~39~~ 40.0-~~43~~ 44.0

*Additional General Education Units*

| | |
|---|---|
| See the Las Positas College General Education (LPC-GE) pattern or the | 25.0 |

| | |
|---|---|
| California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. | |
| *Keyboarding Competency*<br>Students must demonstrate keyboarding speed for 60 net words per minute. Competency can be met by completing CIS 71C with a "C" or higher or by presenting a Las Positas College Verification of Proficiency certifying 60 net words per minute in a five (5) minute timing. | - |

**Total: ~~64~~ 65 .0- ~~68~~ 69 .0**

**4. Career Opportunities**

Career opportunities include, but are not limited to: administrative assistant, administrative technician, administrative associate, office manager, office clerk, receptionist, office professional, customer service representative, and office coordinator.

**5. Master Planning**

The program meets the Mission of the California Community College System, as well as the Mission of the Master Plan of Las Positas College, of providing a certificate in Career Technical Education.

**6. Enrollment and Completer Projections**

Estimated number of completers per year is 5

**7. Place of Program in Curriculum/Similar Programs**

This degree is part of the Computer Information Systems and Business programs.

**8. Similar Programs at Other Colleges in Service Area**

This program has been recommended by the BACCC.

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~~The Administrative Assistant Associate of Arts degree provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, accounting skills, as well as an understanding for~~

~~the human relations and ethics that are important to success in a today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, practical skills that the student can apply in real-world setting.~~

The Administrative Assistant Associate of Arts degree provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, and accounting skills, as well as an understanding of human relations and ethics that are important to success in today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, and practical skills that the student can apply in a real-world setting.

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

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

**Term 1 - Fall** **Units:** ~~13~~ 14.0-~~15~~ 16.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| BUSN 40 | Introduction to Business | 3.0 | Major/Required | |
| CIS 50 | Introduction to Computing Information Technology | 3.0 | Major/Required | |
| CIS 88A | ~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools | ~~1.5~~ 2.0 | Major/Required | |
| CIS 88B | ~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools | ~~1.5~~ 2.0 | Major/Required | |
| Work Experience | | 1.0 - 3.0 | Major/Required | |
| English Composition (Area 1A) | | 3.0 | General Education | |

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

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| BUSN 30 | Business Ethics and Society | 3.0 | Major/Required | |
| BUSN 48 | Human Relations in Organizations | 3.0 | Major/Required | |
| CIS 55 | Integrating Office Applications | 4.0 | Major/Required | |
| Oral Communication and Critical Thinking (Area 1B) | | 3.0 | General Education | |
| MATH 47 plus concurrent support | | 3.0 | General Education | |

**Term 3 - Fall** **Units:** ~~15~~ 18 .0-~~16~~ 19 .0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| CIS 43/CS 43/CNT 43 | ~~List A Course~~ Professional Communications | 3.0 | Major/Required | 3.0 ~~Major/Required~~ - |
| BUSN 1A | Financial Accounting | 4.0 | Major/Required | |
| OR BUSN 51 | Accounting for Small Businesses | 3.0 | Major/Required | |
| CIS 74 | Administrative Office Professional | 3.0 | Major/Required | |
| Arts and Humanities (Area 3) | | 3.0 | General Education | |
| Ethnic Studies (Area 6) | | 3.0 | | |
| American Institutions (Area 9) | | 3.0 | General Education | |

**Term 4 - Spring** **Units:** 17.0 - 18.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| ~~List B Course~~ List A Courses | | ~~3.0~~ | ~~Major/Required~~ - | |
| ~~List B Course~~ | | ~~3.0~~ 6.0 - 7.0 | Major/Required | |
| CIS 54 | MS Excel Essentials | 4.0 | Major/Required | |
| Health (Area 8) | | 3.0 | General Education | |
| Natural Sciences (Area 5) | | 3.0 | General Education | |
| Kinesiology (Area 7) | | 1.0 | General Education | |

**Total:** ~~61~~ 65 .0- ~~64~~ 69 .0

LAS POSITAS COLLEGE

# Admin Narrative Comparison

**Technical Program Revision: Administrative Assistant - Certificate of Achievement (30 to fewer than 60 units) (Launched)**

**compared with**

**Administrative Assistant - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)**

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**Rationale**

**TOP Code**

0514.40 - Office Management*

**CIP Code**

52.0204 - Office Management and Supervision

**1. Statement of Program Goals and Objectives**

The goal of the Administrative Assistant Certificate is to provide students with the skills they need to effectively work in a constantly changing office environment. Competencies include integrated computer applications, accounting, professional communications, human relations, and business ethics.

**2. Catalog Description**

~~The Administrative Assistant Certificate of Achievement provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, accounting skills, as well as an understanding for the human relations and ethics that are important to success in a today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement.~~

The Administrative Assistant Certificate of Achievement provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, and accounting skills, as well as an understanding of human relations and ethics that are important to success in today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement.

**3. Program Requirements**

| Course | Title | Units | Term |
|---|---|---|---|

~~*Required Core: (25 Units)*~~ *Required Core: (26 Units)*

| | | | |
|---|---|---|---|
| BUSN 40 | Introduction to Business | 3.0 | 1st |
| BUSN 48 | Human Relations in Organizations | 3.0 | 2nd |
| BUSN 51 | Accounting for Small Businesses | 3.0 | 1st |
| CIS 43/CS 43/CNT 43 | Professional Communications | 3.0 | 1st |
| CIS 50 | Introduction to Computing Information Technology | 3.0 | 1st |
| CIS 54 | MS Excel Essentials | 4.0 | 2nd |
| CIS 74 | Administrative Office Professional | 3.0 | 2nd |
| CIS 88A | ~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools | ~~1~~ 2.~~5~~ 0 | 1st |
| CIS 88B | ~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools | ~~1~~ 2.~~5~~ 0 | 1st |

*List A: Select from Below (4 Units)*

| | | | |
|---|---|---|---|
| BUSN 30 | Business Ethics and Society | 3.0 | 2nd |
| CIS 55 | Integrating Office Applications | 4 ~~.0~~ | ~~2nd~~ |
| ~~CIS 72A~~ | ~~Data Management~~ | ~~1.0~~ | ~~2nd~~ |
| ~~CIS 72B~~ | ~~Basic Office Integration~~ | ~~1~~ .0 | 2nd |
| CIS 73A | Ten-Key Skill Development | 1.0 | 2nd |
| CIS 75 | Office Technology/Communications | 1.0 | 2nd |
| CIS 89A | Desktop Presentation | 1.0 | 2nd |

*Keyboarding Competency*

~~Students must demonstrate keyboarding speed of 40 net words per minute. Competency can be met by completing Computer Information Systems 71C with a "C" or better or by presenting a Las Positas College Verification of Proficiency certifying 40 net words per minutes in a five (5) minute timing.~~ Students must demonstrate keyboarding speed of 40 net words per minute. Competency can be met by completing Computer Information Systems 71C with a "C" or better or by presenting a Las Positas College Verification of Proficiency certifying 40 net words per minute in a five (5) minute timing.

**Total:** ~~29~~ 30 .0

**4. Career Opportunities**
Career opportunities include, but are not limited to: administrative assistant, administrative technician, administrative associate, office manager, office clerk, receptionist, office professional, customer service representative, and office coordinator.

**5. Master Planning**
The program meets the Mission of the California Community College System, as well as the Mission of the Master Plan of Las Positas College, of providing a certificate in Career Technical Education.

**6. Enrollment and Completer Projections**
Estimated number of completers per year is 5

**7. Place of Program in Curriculum/Similar Programs**
This Certificate is part of the Computer Information Systems and Business programs.

**8. Similar Programs at Other Colleges in Service Area**
This program has been recommended by the BACCC.

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~~The Administrative Assistant Certificate of Achievement provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, accounting skills, as well as an understanding for the human relations and ethics that are important to success in a today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement.~~

The Administrative Assistant Certificate of Achievement provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, and accounting skills, as well as an understanding of human relations and ethics that are important to success in today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement.

**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** **Units:** ~~15~~ 16 .0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| List A Course | | 3.0 | Major/Required | |
| BUSN 40 | Introduction to Business | 3.0 | Major/Required | |
| BUSN 51 | Accounting for Small Businesses | 3.0 | Major/Required | |
| CIS 50 | Introduction to Computing | 3.0 | Major/Required | |

| | | | |
|---|---|---|---|
| | Information Technology | | |
| CIS 88A | ~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools | ~~1.5~~ 2.0 | Major/Required |
| CIS 88B | ~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools | ~~1.5~~ 2.0 | Major/Required |

**Term 2 - Spring** **Units:** 14.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| BUSN 48 | Human Relations in Organizations | 3.0 | Major/Required | |
| CIS 54 | MS Excel Essentials | 4.0 | Major/Required | |
| CIS 74 | Administrative Office Professional | 3.0 | Major/Required | |
| List B Course | | 4.0 | Major/Required | |
| Keyboarding Competency CIS 71C | | | | |

**Total:** ~~29~~ 30 **.0**

LAS POSITAS COLLEGE

# Admin Narrative Comparison

**Technical Program Revision: Computer Information Systems - Associate of Arts Degree (Launched)**

**compared with**

**Computer Information Systems - Associate of Arts Degree (Active - Implemented 08-15-2025)**

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**Rationale**

**TOP Code**

0702.00 - Computer Information Systems*

**CIP Code**

11.0101 - Computer and Information Sciences, General

**1. Statement of Program Goals and Objectives**

~~The Associate of Arts in Computer Information Systems is designed to provide our students with the knowledge and education so that they are prepared for a career in computer information systems or related fields of study. Students receive foundational training in office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols.~~

The Associate of Arts in Computer Information Systems is designed to provide our students with the knowledge and education so that they are prepared for a career in computer information systems or related fields of study. Students receive foundational training in office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols.

## 2. Catalog Description

~~The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practice knowledge and experience with workplace applications and systems. The degree is also designed provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate assumption of greater responsibility in a current employment position.~~

The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practical knowledge and experience with workplace applications and systems. The degree is also designed to provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate the assumption of greater responsibility in a current employment position.

## 3. Program Requirements

| Course | Title | Units | Term |
|---|---|---|---|

~~*Required Core: (23 Units)*~~ *Required Core: (21 Units)*

| | | |
|---|---|---|
| CIS 43/CS 43/CNT 43 | Professional Communications | 3.0 |
| CIS 50 | Introduction to Computing Information Technology | 3.0 |
| CIS 54 | MS Excel Essentials | 4.0 |
| CIS 55 | Integrating Office Applications | 4.0 |
| CIS ~~57~~ | ~~Database Concepts~~ | ~~3.0~~ |
| ~~CIS~~ 66 | Networking Fundamentals | 3.0 |
| CIS 88A | ~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools | ~~1~~ 2.~~5~~ 0 |
| CIS 88B | ~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools | ~~1~~ 2.~~5~~ 0 |

*List A: Select from the Following (12 Units)*

| | | |
|---|---|---|
| CIS 59 | Web Dev: HTML/CSS/Javascript | 3.0 |
| CIS 59C | Web Programming - JavaScript | 3.0 |
| CIS 60 | Systems Analysis and Design | 3.0 |
| CIS 62 | Project Management | 3.0 |
| CIS 81A | Introduction to Cloud Computing | 3.0 |
| CIS 81B | Database Essentials in the Cloud | 3.0 |
| CIS 9002 | ~~Introduction to Database Management~~ Database Design and SQL Programming | 3.0 |
| CNT 51 | CompTIA's A+ Certification Computer Technician | 4.0 |
| CS 7 | Introduction to Computer Programming Concepts | 3.0 |
| ~~CIS 81A~~ | ~~Introduction to Cloud Computing~~ | ~~3.0~~ |
| ~~CIS 81B~~ | ~~Database Essentials in the Cloud~~ | ~~3.0~~ |
| ~~CIS 82A~~ | ~~AWS Cloud Practitioner Certification Prep~~ | ~~2.0~~ |

*Total Units for the Major*

~~35~~ 33.0-32.0

*Additional General Education and Elective Units*

| | |
|---|---|
| See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is | ~~25~~ 28.0 |

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~~ 61 .0**

**4. Career Opportunities**

~~Career Opportunities include, but are not limited to, administrative assistant, office administration, general business, web designer/ webmaster, software installation and maintenance, software quality control, database management, help desk specialist, system analyst, network administration, and technical customer support.~~

Career opportunities include, but are not limited to administrative assistant, office administration, general business, web designer/webmaster, software installation and maintenance, software quality control, database management, help desk specialist, system analyst, network administration, and technical customer support.

**5. Master Planning**

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

**6. Enrollment and Completer Projections**

5 per academic year

**7. Place of Program in Curriculum/Similar Programs**

~~The program will be housed under the Computer Information Systems discipline. Students will be drawn from all three Computer Studies disciplines (Computer Information Systems, Computer Networking Technology, and Computer Science).~~

The program will be housed under the Computer Information Systems discipline. Students will be drawn from all three Computer Studies disciplines (Computer Information Systems, Computer Networking Technology, and Computer Science).

**8. Similar Programs at Other Colleges in Service Area**

This program has been recommended by the BACCC.

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~~The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practice knowledge and experience with workplace~~

~~applications and systems. The degree is also designed provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate assumption of greater responsibility in a current employment position.~~

The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practical knowledge and experience with workplace applications and systems. The degree is also designed to provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate the assumption of greater responsibility in a current employment position.

**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** **Units:** ~~16~~ 17.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| CIS 50 | Introduction to Computing Information Technology | 3.0 | Major/Required | |
| CIS 55 | Integrating Office Applications | 4.0 | Major/Required | |
| CIS 88A | ~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools | ~~1.5~~ 2.0 | Major/Required | |
| CIS 88B | ~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools | ~~1.5~~ 2.0 | Major/Required | |
| English Composition (Area 1A) | | 3.0 | General Education | |
| Arts and Humanities (Area 3) | | 3.0 | General Education | |

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

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| CIS 54 | MS Excel Essentials | 4.0 | Major/Required | |
| CIS 66 | Networking Fundamentals | 3.0 | Major/Required | |
| OR<br>CNT 52 | Networking Fundamentals | 3.0 | Major/Required | |
| CIS 43 | Professional Communications | 3.0 | Major/Required | |
| OR<br>CNT 43 | Professional Communications | 3.0 | Major/Required | |
| OR<br>CS 43 | Professional Communications | 3.0 | Major/Required | |
| MATH 47 | | 3.0 | General Education | |
| Ethnic Studies (Area 6) | | 3.0 | General Education | |

**Term 3 - Fall** **Units:** ~~15~~ 12 .0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| ~~CIS 57~~ | ~~Database Concepts~~ | ~~3.0~~ | ~~Major/Required~~ | - |
| List A Courses | | 6.0 | Major/Required | |
| Oral Communication and Critical Thinking (Area 1B) | | 3.0 | General Education | |
| Social and Behavioral Sciences (Area 4) | | 3.0 | General Education | |

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

| Course | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|
| List A Courses | 6.0 | Major/Required | |
| Natural Sciences (Area 5) | 3.0 | General Education | |
| Health (Area 8) | 3.0 | General Education | |
| Kinesiology (Area 7) | 1.0 | General Education | |
| American Institutions (Area 9) | 3.0 | General Education | |

**Total:** ~~63~~ 61 **.0**

LAS POSITAS COLLEGE

# Admin Narrative Comparison

**Technical Program Revision: Web Development - Certificate of Achievement (12 to fewer than 16 units) (Launched)**

**compared with**

**Web Development - Certificate of Achievement (12 to fewer than 16 units) (Active - Implemented 08-15-2020)**

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**Rationale**

**TOP Code**

0702.00 - Computer Information Systems*

**CIP Code**

11.0101 - Computer and Information Sciences, General

**1. Statement of Program Goals and Objectives**

~~The Web Development certificate program is designed to provide students skills that will enable them to develop interactive and dynamic websites.~~

The Web Development certificate program is designed to provide students with skills that will enable them to develop interactive and dynamic websites.

**2. Catalog Description**

~~The Web Development certificate program is designed to provide students skills that will enable them to develop interactive and dynamic websites. Course work includes web site development using HTLM5 and CSSS3, programming and scripting for the web using JavaScript and JQuery, and accessing data stored in databases using PHP and MySQL. Electives in the program enable students to develop skills in managing projects, designing effective user interfaces, using content management systems, and working with graphic images.~~

The Web Development certificate program is designed to provide students with skills that will enable them to develop interactive and dynamic websites. Course work includes website development using HTLM5 and CSSS3, programming and scripting for the web using JavaScript and JQuery, and accessing data stored in databases using PHP and MySQL. Electives in the program enable students to develop skills in managing projects, designing effective user interfaces, using content management systems, and working with graphics and images.

**3. Program Requirements**

| Course | Title | Units | Term |
|---|---|---|---|
| *Required Core: (9 Units)* | | | |
| CIS 59 | Web Dev: HTML/CSS/Javascript | 3.0 | 1st |
| CIS 59C | Web Programming - JavaScript | 3.0 | 2nd |
| CIS ~~92~~ 9002 | ~~Web: PHP Programming, MySQL~~ Database Design and SQL Programming | 3.0 | 2nd |
| *List A: Select Two (6 Units)* | | | |
| CIS 50 | Introduction to Computing Information Technology | 3.0 | |
| CIS 62 | Project Management | 3.0 | |
| GDDM 2 | Wordpress and Content Management Systems | 3.0 | |
| GDDM 4 | User Interface and User Experience Design | 3.0 | |
| GDDM 53 | Adobe Photoshop I | 3.0 | |

**Total: 15.0**

**4. Career Opportunities**

~~Careers include but are not limited to: web technician, web designer, web programmer, web content developer, and web site developer.~~

Careers include but are not limited to: web technician, web designer, web programmer, web content developer, and website developer.

**5. Master Planning**

~~This program fits our Educational Master Plan strategies A1 to "Address the educational needs of a diverse student population and global workforce" and A2 to "Support existing and new programs."~~

This program fits our Educational Master Plan strategies A1 to "Address the educational needs of a diverse student population and global workforce" and A2 to "Support existing and new programs."

**6. Enrollment and Completer Projections**

5 per academic year

**7. Place of Program in Curriculum/Similar Programs**

The program will be housed under the Computer Information Systems discipline. Students will be drawn from all three Computer Studies disciplines (Computer Information Systems, Computer Networking Technology, and Computer Science).

**8. Similar Programs at Other Colleges in Service Area**

This program has been recommended by the BACCC.

~~The Web Development certificate program is designed to provide students skills that will enable them to develop interactive and dynamic websites. Course work includes web site development using HTLM5 and CSSS3, programming and scripting for the web using JavaScript and JQuery, and accessing data stored in databases using PHP and MySQL. Electives in the program enable students to develop skills in managing projects, designing effective user interfaces, using content management systems, and working with graphic images.~~

The Web Development certificate program is designed to provide students with skills that will enable them to develop interactive and dynamic websites. Course work includes website development using HTLM5 and CSSS3, programming and scripting for the web using JavaScript and JQuery, and accessing data stored in databases using PHP and MySQL. Electives in the program enable students to develop skills in managing projects, designing effective user interfaces, using content management systems, and working with graphics and images.

**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

**Units:** 6.0

| Course | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|
| CIS 59 | Web Dev: HTML/CSS/Javascript 3.0 | Major/Required | |
| List A Course | 3.0 | | |

Term 2 - Spring

**Units:** 9.0

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

| | | | | |
|---|---|---|---|---|
| CIS 59C | Web Programming - JavaScript | 3.0 | Major/Required | |
| CIS 9002 | Database Design and SQL Programming | 3.0 | Major/Required | |
| List A Course | | 3.0 | | |

**Total: 15.0**