

Las Positas College
Curriculum Committee Meeting
09/21/2026
5.0 First Reading Packet

5.1. New Courses

- AUTO L2 Advanced Diesel Engine Performance
- AUTO L4 ADAS - Advanced Driver Assistance Systems
- AUTO P2 Chassis Systems: Modifications for Performance
- KIN PL3 Pilates 3
- KIN PL4 Pilates 4
- NAUT CL2 Advanced Diesel Engine Performance Concepts
- NAUT CL4 ADAS - Advanced Driver Assistance Systems Concepts
- NAUT CP2 Chassis Systems: Modifications for Performance Concepts
- NAUT L2 Advanced Diesel Engine Performance
- NAUT L4 ADAS - Advanced Driver Assistance Systems
- NAUT P2 Chassis Systems: Modifications for Performance
- NBUS 217 AI Fluency for Your Work and Business
- NBUS 218 Applying AI Across Your Work and Business
- NCIS 288A Word Processing Essentials: MS Word, Google Docs, AI Tools
- POLI 27 Introduction to Gender, Sexuality, and Politics



Admin Outline for Automotive Technology L2 Advanced Diesel Engine Performance

Effective: Fall 2027

Catalog Description:

AUTO L2 - Advanced Diesel Engine Performance 4.00 Units

Continuation of Automotive Technology A9 with an emphasis on diagnosis of electronic problems, including computer-controlled circuits/systems, using schematics, diagnostic procedures, and equipment on passenger car and light-duty truck diesel engines. Students are strongly recommended to enroll in the Automotive Lab concurrently.

2 Units Lecture 2 Units Lab

Prerequisite(s):

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

- NAUT A9 **or** AUTO A9

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

Course Grading:

Optional

Justification for course proposal

Our accreditation through ASE has sections. Each section/test ASE has a class at Las Positas College's automotive program. This section/test does not have a class yet. With discussion from our advisory board, they recommended with a vote to add this class to the program.

Discipline:

Automotive Technology.

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 service manual procedures to the vehicle.
- B. Apply emissions safety precautions.
- C. Diagnose diesel engine driveability problems using a scanner and multimeter.

Course Objectives:

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

- A. Obtain and interpret scan tool data, retrieve and record stored On Board Diagnostics (OBD) diagnostic trouble codes, and other On Board controllers;
- B. Diagnose the causes of electrical failures or concerns resulting from malfunctions in the computerized control systems with or without diagnostic trouble codes;
- C. Chart, inspect and test computerized engine control system sensors, Powertrain control module (PCM), actuators, and circuits using a graphing multi-meter (DMM)/digital storage oscilloscope (DSO), and perform necessary action;
- D. Access and use service information to perform step-by-step diagnosis;
- E. Evaluate complex electrical system problems;
- F. Develop diagnostic paths using wiring schematics;
- G. Diagnose malfunctions of electronic control systems causing vehicle performance problems, and determine necessary action;
- H. Outline hazardous waste handling
- I. Maintain a clean professional environment.

Course Content:

Lecture:

- 1. Advanced On Board computer scan data
 - 1. Retrieval of codes and data
 - 1. Flash codes
 - 2. Scanner codes
 - 2. Interpretation of information
 - 1. Factory set procedures
 - 2. Develop own diagnostic procedures
- 2. Advanced Emission system diagnostics and testing
 - 1. Perform flow chart testing, with codes, and without codes
 - 2. Evaluate exhaust gas emission smog test results
 - 3. Electronic pulse with modulation evaluation
- 3. Advanced Diagnostic patterns, and analyze scope readings
 - 1. Digital storage oscilloscope usage
 - 1. Scope connection
 - 2. Pattern interpretation
- 4. Advanced Diagnostic service information

1. Access service information (electronic)
 1. Application of information
2. Access service information (paper)
 1. Application of information
3. Research labor time guides for work determined in diagnostics
5. Advanced Ignition timing
 1. Inspection of adjustable systems
 1. Proper operation of timing light
 2. Follow factory procedures
 3. Set timing to specifications
6. Explain theory and functionality of "OPEN/CLOSED loop systems"
 1. List theory of fuel flow delivery system in open loop status
 1. Sensor contribution at operating temperatures
7. Exhaust system evaluation
 1. Back pressure
 1. Testing and diagnosis
 2. Installation inspection
8. Emissions and performance
 1. Explain impact of emissions system on vehicle performance
 1. Diagnoses of power systems
9. Handling of hazardous waste materials
 1. Storage and handling of gasoline
 2. Storage and handling of diesel fuel
10. Professional environment
 1. Safety glasses (clear lens) worn in all Laboratory areas
 2. No loose clothing (coveralls strongly recommended)
 3. Long Hair secured
 4. No open toe shoes (safety shoes recommended)
 5. Work areas maintained: clean free of debris and spills

Lab Activities:

1. On Board computer scan data
2. Emission system diagnostics and testing
3. Diagnostic patterns, and scope readings
4. Ignition timing
5. "OPEN/CLOSED" loop systems
6. Exhaust system evaluation
7. Emissions and performance
8. Handling of hazardous waste materials
9. Professional environment

Methods of Instruction:

1. Lab - Student Hands-on laboratory activities and assignments

2. Lecture - Group lecture assignments. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
3. Discussion - Group and individual discussion board activities

Methods of Evaluation

- A. Exams/Tests
 1. Minimum 1 midterm and 1 final exam
- B. Home Work
 1. Weekly
- C. Lab Activities
 1. Weekly
- D. Quizzes
 1. At the instructors discretion

Typical Outside-of-Class Assignments

- A. Reading:

Read Chapter One in text
- B. Other:

Engine emissions research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Brian Hagopian *Automotive G1, A1 to A9 and L1, L2, L3, L4: The definitive master guide to ASE certification and advanced vehicle diagnostics.*, , 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. Michael Klyde *Advanced Automotive Engine Performance*. 1 ed., CDX, 2021.
4. Barry Hollembeak *Automotive Fuels & Emissions Shop Manual*. 7 ed., Thomson Delmar Learning, 2017.

Other Materials Required of Students

1. Safety glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

- A. NAUT A9

Content Review
Required
 - Identify and explain the function of diesel emission components

- Identify and explain the function of diesel turbo and intake components
- Identify and explain the function of diesel emission exhaust components

Recommended

- Demonstrate the basic safety procedures of handling hazardous waste materials.
- Explain the history of diesel powertrain evolution.
- Operate a wide variety of precision measurement equipment.
- Explain four cycle engine theory and identify key components involved.

Not Necessary Skills

- Teardown typical diesel engine assembly.
- Take measurements of engine components and compare to specifications.
- Qualify new and used engine components.
- Rebuild engine to manufacturer specifications.

B. AUTO A9

Content Review

Required

- Identify and explain the function of diesel emission components
- Identify and explain the function of diesel turbo and intake components
- Identify and explain the function of diesel emission exhaust components

Recommended

- Explain the history of diesel powertrain evolution.
- Operate a wide variety of precision measurement equipment.
- Explain four cycle engine theory and identify key components involved.
- Teardown typical diesel engine assembly.
- Demonstrate the basic safety procedures of handling hazardous waste materials.

Not Necessary Skills

- Take measurements of engine components and compare to specifications.
- Qualify new and used engine components.
- Rebuild engine to manufacturer specifications.

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Minimum weekly.
- **Other:**
Frequency: Students will interact during on-campus weekly labs and online in chat.

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: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Weekly, in on-campus labs
- **Other:**
Frequency: Homework is assigned weekly.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training Yes

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

See attached

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584391

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics 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

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

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Admin Outline for Automotive Technology L4
ADAS - Advanced Driver Assistance Systems
Effective: Fall 2027

Catalog Description:

AUTO L4 - ADAS - Advanced Driver Assistance Systems
4.00 Units

This course introduces students to the Advanced Drivers Assistance Systems (ADAS) utilized in vehicles. This technology is also the foundation for autonomous vehicles. This course will cover the various Advanced Drivers Assistance Systems (ADAS), exploring system operation, diagnosis, service, repairs, and calibration.
2 Units Lecture 2 Units Lab

Prerequisite(s):

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

- (NAUT INTL **and** NAUT INT) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

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

Course Grading:

Optional

Justification for course proposal

Our accreditation through ASE has sections. Each section/test ASE has a class at Las Positas College's automotive program. This section/test does not have a class yet. With discussion from our advisory board, they recommended, with a vote, to add this class to the program.

Discipline:

Automotive Technology.

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. Perform an alignment ADAS Calibration.
- B. Apply steering and suspension repair safety precautions.
- C. Obtain and interpret powertrain data related to the steering and suspension system.

Course Objectives:

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

- A. Understand and apply Hazardous waste handling;
- B. Identify and describe uses of automotive related tools;
- C. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- D. Understand Adaptive Cruise Control
- E. Calibrate Lane Keeping Assistance
- F. Apply Blind Spot Warning calibration
- G. Identify surround view cameras
- H. Understand dynamic driving assistance
 - I. Identify rear cross traffic warning systems
 - J. Understand parking obstruction warning
- K. Differentiate Forward and reverse Automatic Braking
 - L. Identify trailer assistance programming
- M. Diagnose Night vision system
- N. Differentiate remote and automatic parking systems

Course Content:

Lecture:

- 1. Fundamentals and theory of automotive steering and suspension systems
 - 1. System geometry and alignment specifications
 - 2. Fundamental principles of electrical flow, and component operation
- 2. Applied principal competencies
 - 1. Perform alignment
 - 2. Diagnosis vibration, electrical, and mechanical concerns
- 3. Adaptive Cruise Control
- 4. Collision Avoidance
- 5. Emergency Braking
- 6. Land Departure
- 7. Cross Traffic
- 8. Surround View
- 9. Lane Change Assistance
- 10. Self Parking
- 11. Blind Spot Detection
- 12. Rear Collision Warning
- 13. Parking Assistance

14. Electrical Steering Systems
15. Electrical Suspension systems
16. Professional environment
 1. Safety glasses (Clear lens) worn in all Laboratory areas
 2. No loose clothing (Coveralls strongly recommended)
 3. Long Hair secured
 4. No open toe shoes (safety shoes recommended)
 5. Work areas maintained; clean free of debris and spills

Lab Activities:

1. Fundamentals and theory of automotive steering and suspension systems
2. Applied principal competencies
3. Adaptive Cruise Control
4. Collision Avoidance
5. Emergency Braking
6. Lane Departure
7. Cross Traffic
8. Surround View
9. Lane Change Assistance
10. Self Parking
11. Blind Spot Detection
12. Rear Collision Warning
13. Parking Assistance
14. Professional environment

Methods of Instruction:

1. Lab - Student hands-on laboratory activities and assignments
2. Lecture - Group lecture assignments. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
3. Discussion - Group and individual discussion board activities

Methods of Evaluation

- A. Exams/Tests
 1. Minimum 1 midterm and 1 final exam
- B. Home Work
 1. Weekly
- C. Lab Activities
 1. Weekly
- D. Quizzes
 1. At the instructors discretion

Typical Outside-of-Class Assignments

A. Reading:

1. Read Chapter One in text

B. Research:

1. ADAS modification research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Brian Hagopian *Automotive G1, A1 to A9 and L1, L2, L3, L4: The definitive master guide to ASE certification and advanced vehicle diagnostics.*, , 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.
4. Tim Giles *Automotive Service: Inspection, Maintenance, Repair.*, Cengage, 2020.

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. NAUT INTL

Content Review

Required

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Identify emissions components, understand 5 gas theory;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

B. NAUT INT

Content Review

Required

- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Theorize on the future of the automotive industry.

Not Necessary Skills

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C. AUTO INTL

Content Review

Required

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
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- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

D. AUTO INT

Content Review

Required

- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
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DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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- 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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Instructor-Student Interaction

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

Frequency: At least once every other week.

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Frequency: Minimum weekly

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Minimum weekly.

- **Other:**

Frequency: Students will interact during on-campus weekly labs and online in chat.

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.*

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- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: At least once per week

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Weekly.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Weekly, in on-campus labs

- **Other:**

Frequency: Homework, assigned weekly

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training Yes

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

See attached

Codes and Dates

Course CB Codes

CB00: State ID

CCC000569953

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

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D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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CB10: Cooperative Work Experience

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

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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



Admin Outline for Automotive Technology P2
Chassis Systems: Modifications for Performance
Effective: Fall 2027

Catalog Description:

AUTO P2 - Chassis Systems: Modifications for Performance
4.00 Units

An in-depth study of chassis systems modifications made in order to improve performance, including brakes and suspension. This class will explain the differences in laws governing vehicles across all 50 states, including those registered in California; how to improve performance legally; and the penalties for breaking the law. Students will learn to calculate the benefit versus cost of bolt-on performance products within the chassis system. NOTE: Some modifications are intended for off-road applications only. Students are encouraged to enroll in Automotive Lab concurrently.

2 Units Lecture 2 Units Lab

Prerequisite(s):

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

- (NAUT INTL **and** NAUT INT) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

Total Lecture Hours	36
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Course Grading:

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Discipline:

Automotive 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. Follow proper safety standards in lab.
- B. Use powertrain data gathered from a dyno test to determine stopping distance.
- C. Determine the proper way to modify a suspension system and stay within the legal limits.

Course Objectives:

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

- A. Demonstrate the basic safety procedures of handling hazardous waste materials.
- B. Operate a wide variety of precision measurement equipment.
- C. Teardown typical brake assembly.
- D. Teardown typical suspension assembly.
- E. Explain the difference between 49 and 50 state legal.
- F. Interpret the Law as it applies to a personal vehicle and modification.
- G. Theorize possible horsepower outcomes for modifications.
- H. Compare and Contrast Bolt-on Modifications.
 - I. Perform Major Chassis Modifications.
 - J. Demonstrate Professionalism.

Course Content:

Lecture:

- 1. Safety
 - 1. Tool usage and nomenclature
 - 2. Proper disposal procedures
 - 3. Environmentally conscious decisions
- 2. Measurement tools
 - 1. Micrometer
 - 1. Vernier
 - 2. Caliper
 - 2. Feeler gauges
- 3. Modification Laws
 - 1. Federal Standards
 - 2. California Standards
- 4. Federal and California Statutes regarding punishment
 - 1. Fines and Jail Time
 - 2. Environmental impact
- 5. Brakes and Suspension
 - 1. Brake calculations
 - 1. Stopping performance vs drag

2. Suspension Calculations
 1. Ride height
 2. Tires
3. Changes from modifications
6. Bolt on Modifications
 1. Removal and identification of factory parts
 1. Special procedures
 2. Specific design flaws and challenges
 2. Installation and identification of modification parts
 1. Special procedures
 2. Specific design and challenges
7. Major Chassis modifications
 1. Cost versus gain
 2. Comparison
 1. Component diagnosis
 2. Manufacturing Process
8. Professionalism
 1. Safety glasses
 2. Working shop expectations
 3. Attitude
 4. Cleanliness
 5. Maintenance of work areas and tools

Lab Activities:

1. Measurement tool usage
2. Engine Teardown and rebuilding
3. Brake and Suspension measurements
4. Bolt on Modifications
5. Major Chassis modifications lab performance
6. Cost versus gain
7. Professionalism

Methods of Instruction:

1. Demonstration - Group and individual lab demo activities
2. Discussion - Group and individual discussion board activities
3. Lecture - Group and individual lecture activities. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
4. Lab - Group and individual laboratory activities

Methods of Evaluation

- A. Exams/Tests
 1. Minimum 1 midterm and 1 final exam
- B. Home Work

- 1. Weekly
- C. Lab Activities
 - 1. Weekly
- D. Quizzes
 - 1. At the instructors discretion

Typical Outside-of-Class Assignments

- A. Reading:
 - Read Chapter One in text
- B. Research:
 - Suspension Construction research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Allan Bonnick Routledge *Automotive Powertrain Science and Technology*, Routledge, 2020.
2. Greg Banish *Engine Management: Advanced Tuning* . 1 ed., Cartech, 2018.
3. ISBN-13: 978-1557884886 *Street TurbochargingHP1488: Design, Fabrication, Installation, and Tuning of...* 1 ed., HPBooks, 2017.

Software:

1. [HP TUNERS](#). HP Tuners, (Current/Online/e).
2. [Alldata](#). Alldata, (Current/Online/e).
3. [Shopkeypro](#). Snapon, (Current/Online/e).

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. NAUT INTL

Content Review

Required

- Perform basic engine teardown and reassembly;
- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Utilize and apply hazardous waste handling;
- Theorize on the future of the automotive industry.
- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

B. NAUT INT

Content Review

Required

- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Discuss braking systems, perform a brake inspection, identify parts;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Identify and describe uses of automotive related tools;

C. AUTO INTL

Content Review

Required

- Identify emissions components, understand 5 gas theory;
- Perform basic engine teardown and reassembly;
- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify and describe uses of automotive related tools;
- Utilize and apply hazardous waste handling;
- Discuss four stroke engine cycle and identify engine parts;
- Discuss braking systems, perform a brake inspection, identify parts;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Differentiate between suspension and steering system types, inspect and qualify components;

D. AUTO INT

Content Review

Required

- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Discuss four stroke engine cycle and identify engine parts;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify and describe uses of automotive related tools;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Discuss heating and cooling systems, perform basic cooling systems tests;

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly, as assignments or labs are turned in.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum Once per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Minimum Once per week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Weekly lab sessions.

- **Other:**

Frequency: Student interaction, fulfillment of SLO's and measurable objectives will be done weekly.

Student-Student Interaction

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

Frequency: At least once every other week.

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

Frequency: Minimum weekly.

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Minimum weekly.

- **Other:**

Frequency: Students will interact during on-campus weekly labs and online in chat.

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: Quizzes: at least one quiz per section/chapter. Exams: at least two per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: At least once per week.

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Weekly.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Weekly, in on-campus labs.

- **Other:**

Frequency: Homework is assigned weekly.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training Yes

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

See Attached

Codes and Dates

Course CB Codes

CB00: State ID

CCC000599275

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics 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

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



Admin Outline for Kinesiology PL3

Pilates 3

Effective: Fall 2027

Catalog Description:

KIN PL3 - Pilates 3

1.00 Units

This course will enable the student to participate in intermediate Pilates exercise routines for body and mind fitness. This intermediate level Pilates will utilize body weight movements along with props to improve posture, coordination and balance; build core strength; and increase flexibility and agility. Pilates 3 will build on the basic principles learned in PL2.

1 Units Lab

Recommended Course Preparation:

- KIN PL2

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

Course Grading:

Optional

Justification for course proposal

Pilates 3 is the next level of the Pilates "family", which allows students the opportunity to continue their health and wellness goals.

Discipline:

Kinesiology.

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 Intermediate level Pilates with proper alignment, breathing, and control.
- B. Define the components and functions of the Spine (Lumbar, Thoracic, Cervical).
- C. Analyze and correct movement patterns.

Course Objectives:

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

- A. Implement the concept of neutral spine to specifically target abdominal strength safely.
- B. Apply, at an intermediate level, Pilates principles to personal biomechanics.
- C. Implement breathing exercises that display proper postural stabilization.
- D. Perform intermediate level Pilates movements with proper alignment.
- E. Demonstrate the concept of breath to movement coordination in order to enhance bodily control and concentration.

Course Content:

- 1. Principles
 - 1. Centering
 - 2. Concentration
 - 3. Control
 - 4. Precision
 - 5. Breath
 - 6. Flow
- 2. Anatomy
 - 1. Spinal Anatomy
 - 2. Abdominal Musculature
 - 3. Hip Musculature
- 3. Progressions and Modifications
 - 1. Use of props (pilates circle, blocks, bands, hand weights, ankle weights)
 - 2. Adjusting body placement to increase or decrease difficulty
 - 3. Understanding personal biomechanics
- 4. Postural Analysis
 - 1. Spinal alignment
 - 2. Pelvic Alignment
 - 3. Adjustments/Corrections: Modifiable vs Non-Modifiable

Methods of Instruction:

- 1. Classroom Activity - Students will perform activity daily in class
- 2. Methods of Instruction include a variety of movement modifications in order to accommodate and promote the inclusion of all students.

Methods of Evaluation

- A. Class Participation
 - 1. Daily

B. Final Class Performance

1. Once, end of semester

Typical Outside-of-Class Assignments

A. Reading:

Students will be given articles on relevant course content to enhance learning.

Textbooks (Typical):

1. This course uses Zero Cost Textbooks.

Textbook:

1. Human Kinetics *Pilates Anatomy*, Human Kinetics, 2020.
2. R. Isacowitz *Pilates*. 3rd ed., Human Kinetics, 2022.
3. Martin, May *Pilates for Back Conditions: A Guide to Safe Movement and a Healthy Spine*. 1st ed., Veni Vidi Vici Publishing House, 2025.

Equity Based Curriculum

- Methods of Instruction
- Textbooks/Materials

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.

The Kinesiology Department has identified Pilates 1 and 2 as DE eligible, so this continuation of the Pilates Family would be a part of that.

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

Offering DE courses increases opportunities for students to complete Kinesiology courses.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 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

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

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: 2 times per semester

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: Final Class Performance

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 7 - Kinesiology

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

127000 - Kinesiology

CIP Code

31.0505 - Exercise Science and Kinesiology

CB04: Credit Status

C - Credit - Not 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



Admin Outline for Kinesiology PL4 Pilates 4

Effective: Fall 2027

Catalog Description:

KIN PL4 - Pilates 4 1.00 Units

This advanced Pilates course will cover the Pilates system that helps build flexibility, balance, and muscular endurance of the entire body. Strong emphasis will be placed on spinal and pelvic alignment during advanced Mat Pilates movements. Props will be used to enhance movement and add variety.

1 Units Lab

Recommended Course Preparation:

- KIN PL3

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

Course Grading:

Optional

Justification for course proposal

This course is a continuation of the Pilates "family".

Discipline:

Physical Education.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- Utilize various Props to increase the intensity of Pilates
- Demonstrate safe alignment during advanced Pilates exercises

- C. Design and lead a Pilates workout for all levels

Course Objectives:

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

- A. Implement the guiding principles of Pilates during advanced level Pilates movements.
- B. Apply appropriate and safe alignment of the spine, pelvis, and limbs during an advanced Pilates practice.
- C. Compose a Pilates mat routine with appropriate props, variations and movements to apply to beginning through intermediate students.
- D. Exhibit an improvement in one of the following: core strength, flexibility, resting heart rate, or blood pressure.

Course Content:

- 1. Pilates Methodology
 - 1. Review and Incorporate the 6-8 principles of Pilates into mat exercises
 - 2. Utilize breathwork to create more stability or more challenge
 - 3. Utilize concentration techniques to enhance advanced Pilates movements
- 2. Spinal knowledge/alignment
 - 1. Identify the 3 main parts of the spine
 - 2. Neutral Spine, C shape, Scoop
- 3. Utilize Props to increase or decrease intensity
 - 1. Pilates Circles
 - 2. Resistance Bands
 - 3. Hand and Ankle weights
 - 4. Blocks
 - 5. Stability Balls
- 4. Musculoskeletal System
 - 1. Identify major muscle groups involved in Pilates
 - 2. Identify Bones involved in Pilates
 - 3. Understand personal Biomechanics
- 5. Designing a Pilates workout
 - 1. Warm Up
 - 2. Cool Downs
 - 3. Main workout
 - 1. Varying intensity
 - 2. Creating Playlists
 - 3. Appropriate sequencing of exercises
 - 4. Utilization of Props

Methods of Instruction:

- 1. Classroom Activity - Students will perform Pilates exercises during class
- 2. Demonstration - Instructor and/or student demonstrations to teach movements

3. Methods of Instruction include a variety of movement modifications in order to accommodate and promote the inclusion of all students.

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Final Class Performance
 1. 1-2 times/Semester

Typical Outside-of-Class Assignments

- A. Project:
 1. Students will design and lead a Pilates workout utilizing safe and effective Pilates principles.

Textbooks (Typical):

1. This course uses Zero Cost Textbooks.

Textbook:

1. Human Kinetics *Pilates Anatomy*, Human Kinetics, 2020.
2. R. Isacowitz *Pilates*. 3rd ed., Human Kinetics, 2022.
3. Martin, May *Pilates for Back Conditions: A Guide to Safe Movement and a Healthy Spine*. 1st ed., Vendi Vendi Publishing House, 2025.

Equity Based Curriculum

- Methods of Instruction
- Textbooks/Materials

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 has been identified by the Kinesiology Department as an appropriate course (along with Pilates 1-3) for online instruction.

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

Offering this course in a DE format offers more opportunities for students to take and complete this class, thus increasing graduation/transfer rates in Kinesiology.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 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

Student-Student Interaction

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

Frequency: Weekly

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

Frequency: Monthly

Student-Content Interaction

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

Frequency: Weekly

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: 2 times/semester

- **Other:**

Frequency: At least once final class performance

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 7 - Kinesiology

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

127000 - Kinesiology

CIP Code

31.0505 - Exercise Science and Kinesiology

CB04: Credit Status

C - Credit - Not 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



Admin Outline for Noncredit Automotive Technology CL2 Advanced Diesel Engine Performance Concepts

Effective: Fall 2027

Catalog Description:

NAUT CL2 - Advanced Diesel Engine Performance Concepts 108 Hours

Continuation of Automotive Technology A9 with an emphasis on diagnosis of electronic problems, including computer-controlled circuits/systems, using schematics, diagnostic procedures, and equipment on passenger car and light-duty truck diesel engines. Students are strongly recommended to enroll in the Automotive Lab concurrently.

36 hours lecture.

Prerequisite(s):

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

- NAUT A9 **or** AUTO A9

Total Lecture Hours	36
Total Inside of Class Hours	36
Total Outside of Class Hours	72
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Our accreditation through ASE has sections. Each section/test ASE has a class at Las Positas College's automotive program. This section/test does not have a class yet. With discussion from our advisory board, they recommended with a vote to add this class to the program.

Discipline:

Automotive Technology.

Student Learning Outcomes

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

- A. Apply service manual procedures to the vehicle.
- B. Apply emissions safety precautions.
- C. Diagnose diesel engine driveability problems using a scanner and multimeter.

Course Objectives:

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

- A. Obtain and interpret scan tool data, retrieve and record stored On Board Diagnostics (OBD) diagnostic trouble codes, and other On Board controllers;
- B. Diagnose the causes of electrical failures or concerns resulting from malfunctions in the computerized control systems with or without diagnostic trouble codes;
- C. Chart, inspect and test computerized engine control system sensors, Powertrain control module (PCM), actuators, and circuits using a graphing multi-meter (DMM)/digital storage oscilloscope (DSO), and perform necessary action;
- D. Access and use service information to perform step-by-step diagnosis;
- E. Evaluate complex electrical system problems;
- F. Develop diagnostic paths using wiring schematics;
- G. Diagnose malfunctions of electronic control systems causing vehicle performance problems, and determine necessary action;
- H. Outline hazardous waste handling
- I. Maintain a clean professional environment.

Course Content:

- 1. Advanced On Board computer scan data
 - 1. Retrieval of codes and data
 - 1. Flash codes
 - 2. Scanner codes
 - 2. Interpretation of information
 - 1. Factory set procedures
 - 2. Develop own diagnostic procedures
- 2. Advanced Emission system diagnostics and testing
 - 1. Perform flow chart testing, with codes, and without codes
 - 2. Evaluate exhaust gas emission smog test results
 - 3. Electronic pulse with modulation evaluation
- 3. Advanced Diagnostic patterns, and analyze scope readings
 - 1. Digital storage oscilloscope usage
 - 1. Scope connection
 - 2. Pattern interpretation
- 4. Advanced Diagnostic service information
 - 1. Access service information (electronic)
 - 1. Application of information
 - 2. Access service information (paper)
 - 1. Application of information
 - 3. Research labor time guides for work determined in diagnostics

5. Advanced Ignition timing
 1. Inspection of adjustable systems
 1. Proper operation of timing light
 2. Follow factory procedures
 3. Set timing to specifications
6. Explain theory and functionality of "OPEN/CLOSED" loop systems
 1. List theory of fuel flow delivery system in open loop status
 1. Sensor contribution at operating temperatures
7. Exhaust system evaluation
 1. Back pressure
 1. Testing and diagnosis
 2. Installation inspection
8. Emissions and performance
 1. Explain impact of emissions system on vehicle performance
 1. Diagnoses of power systems
9. Handling of hazardous waste materials
 1. Storage and handling of gasoline
 2. Storage and handling of diesel fuel
10. Professional environment
 1. Safety glasses (clear lens) worn in all Laboratory areas
 2. No loose clothing (coveralls strongly recommended)
 3. Long Hair secured
 4. No open toe shoes (safety shoes recommended)
 5. Work areas maintained: clean free of debris and spills

Methods of Instruction:

1. Lab - Student Hands-on laboratory activities and assignments
2. Lecture - Group lecture assignments. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
3. Discussion - Group and individual discussion board activities

Methods of Evaluation

- A. Exams/Tests
 1. Minimum 1 midterm and 1 final exam
- B. Home Work
 1. Weekly
- C. Lab Activities
 1. Weekly
- D. Quizzes
 1. At the instructors discretion

Typical Outside-of-Class Assignments

- A. Reading:
Read Chapter One in text
- B. Research:
Engine emissions research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Brian Hagopian *Automotive G1, A1 to A9 and L1, L2, L3, L4: The definitive master guide to ASE certification and advanced vehicle diagnostics.*, v, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. Michael Klyde *Advanced Automotive Engine Performance.* 1 ed., CDX, 2021.
4. Barry Hollembeak *Automotive Fuels & Emissions Shop Manual.* 7 ed., Thomson Delmar Learning, 2017.

Other Materials Required of Students

1. Safety glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. NAUT A9

Content Review

Required

- Identify and explain the function of diesel emission components
- Identify and explain the function of diesel turbo and intake components
- Identify and explain the function of diesel emission exhaust components

Recommended

- Demonstrate the basic safety procedures of handling hazardous waste materials.
- Explain the history of diesel powertrain evolution.
- Operate a wide variety of precision measurement equipment.
- Explain four cycle engine theory and identify key components involved.

Not Necessary Skills

- Teardown typical diesel engine assembly.
- Take measurements of engine components and compare to specifications.
- Qualify new and used engine components.
- Rebuild engine to manufacturer specifications.

B. AUTO A9

Content Review

Required

- Identify and explain the function of diesel emission components
- Identify and explain the function of diesel turbo and intake components

- Identify and explain the function of diesel emission exhaust components

Recommended

- Explain the history of diesel powertrain evolution.
- Operate a wide variety of precision measurement equipment.
- Explain four cycle engine theory and identify key components involved.
- Teardown typical diesel engine assembly.
- Demonstrate the basic safety procedures of handling hazardous waste materials.

Not Necessary Skills

- Take measurements of engine components and compare to specifications.
- Qualify new and used engine components.
- Rebuild engine to manufacturer specifications.

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

Syllabus:

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.

- Student behavior in a DE course.
- Academic Integrity.

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Minimum weekly.
- **Other:**
Frequency: Students will interact during on-campus weekly labs and online in chat.

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: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Weekly, in on-campus labs
- **Other:**
Frequency: Homework is assigned weekly.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584391

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status

N - Non Credit

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

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Admin Outline for Noncredit Automotive Technology CL4
ADAS - Advanced Driver Assistance Systems Concepts
Effective: Fall 2027

Catalog Description:

NAUT CL4 - ADAS - Advanced Driver Assistance Systems Concepts
108 Hours

This course introduces students to the Advanced Drivers Assistance Systems (ADAS) utilized in vehicles. This technology is also the foundation for autonomous vehicles. This course will cover the various Advanced Drivers Assistance Systems (ADAS), exploring system operation, diagnosis, service, repairs, and calibration. 36 hours lecture.

Prerequisite(s):

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

- (NAUT INTL **and** NAUT INT) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

Total Lecture Hours	36
Total Inside of Class Hours	36
Total Outside of Class Hours	72
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Our accreditation through ASE has sections. Each section/test ASE has a class at Las Positas College's automotive program. This section/test does not have a class yet. With discussion from our advisory board, they recommended, with a vote, to add this class to the program.

Discipline:

Automotive Technology.

Student Learning Outcomes

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

- A. Perform an alignment ADAS Calibration.

- B. Apply steering and suspension repair safety precautions.
- C. Obtain and interpret powertrain data related to the steering and suspension system.

Course Objectives:

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

- A. Understand and apply Hazardous waste handling;
- B. Identify and describe uses of automotive related tools;
- C. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- D. Understand Adaptive Cruise Control
- E. Calibrate Lane Keeping Assistance
- F. Apply Blind Spot Warning calibration
- G. Identify surround view cameras
- H. Understand dynamic driving assistance
 - I. Identify rear cross traffic warning systems
 - J. Understand parking obstruction warning
- K. Differentiate Forward and reverse Automatic Braking
- L. Identify trailer assistance programming
- M. Diagnose Night vision system
- N. Differentiate remote and automatic parking systems

Course Content:

- 1. Fundamentals and theory of automotive steering and suspension systems
 - 1. System geometry and alignment specifications
 - 2. Fundamental principles of electrical flow, and component operation
- 2. Applied principal competencies
 - 1. Perform alignment
 - 2. Diagnosis vibration, electrical, and mechanical concerns
- 3. Adaptive Cruise Control
- 4. Collision Avoidance
- 5. Emergency Braking
- 6. Lane Departure
- 7. Cross Traffic
- 8. Surround View
- 9. Lane Change Assistance
- 10. Self Parking
- 11. Blind Spot Detection
- 12. Rear Collision Warning
- 13. Parking Assistance
- 14. Electrical Steering Systems
- 15. Electrical Suspension systems
- 16. Professional environment
 - 1. Safety glasses (Clear lens) worn in all Laboratory areas

2. No loose clothing (Coveralls strongly recommended)
3. Long Hair secured
4. No open toe shoes (safety shoes recommended)
5. Work areas maintained; clean free of debris and spills

Methods of Instruction:

1. Lab - Student hands-on laboratory activities and assignments
2. Lecture - Group lecture assignments. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
3. Discussion - Group and individual discussion board activities

Methods of Evaluation

- A. Exams/Tests
 1. Minimum 1 midterm and 1 final exam
- B. Home Work
 1. Weekly
- C. Lab Activities
 1. Weekly
- D. Quizzes
 1. At the instructors discretion

Typical Outside-of-Class Assignments

- A. Reading:
 1. Read Chapter One in text
- B. Research:
 1. ADAS modification research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Brian Hagopian *Automotive G1, A1 to A9 and L1, L2, L3, L4: The definitive master guide to ASE certification and advanced vehicle diagnostics.*, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology*. 7 ed., Pearson, 2024.
4. Tim Giles *Automotive Service: Inspection, Maintenance, Repair.*, Cengage, 2020.

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. NAUT INTL

Content Review

Required

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Identify emissions components, understand 5 gas theory;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

B. NAUT INT

Content Review

Required

- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
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- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

C. AUTO INTL

Content Review

Required

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Identify emissions components, understand 5 gas theory;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

D. AUTO INT

Content Review

Required

- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Minimum weekly.
- **Other:**
Frequency: Students will interact during on-campus weekly labs and online in chat.

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: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Weekly, in on-campus labs

- **Other:**

Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000569953

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status

N - Non Credit

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.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

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



Admin Outline for Noncredit Automotive Technology CP2
Chassis Systems: Modifications for Performance Concepts
Effective: Fall 2027

Catalog Description:

NAUT CP2 - Chassis Systems: Modifications for Performance Concepts
108 Hours

An in-depth study of chassis systems modifications made in order to improve performance, including brakes and suspension. This class will explain the differences in laws governing vehicles across all 50 states, including those registered in California; how to improve performance legally; and the penalties for breaking the law. Students will learn to calculate the benefit versus cost of bolt-on performance products within the chassis system. NOTE: Some modifications are intended for off-road applications only. Students are encouraged to enroll in Automotive Lab concurrently.

36 hours lecture.

Prerequisite(s):

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

- (NAUT INTL **and** NAUT INT) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

Total Lecture Hours	36
Total Inside of Class Hours	36
Total Outside of Class Hours	72
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Our accreditation through ASE has sections. Each section/test ASE has a class at Las Positas College's automotive program. This section/test does not have a class yet. With discussion from our advisory board, they recommended, with a vote, to add this class to the program.

Discipline:

Automotive Technology.

Student Learning Outcomes

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

- A. Follow proper safety standards in lab.
- B. Use powertrain data gathered from a dyno test to determine stopping distance.
- C. Determine the proper way to modify a suspension system and stay within the legal limits.

Course Objectives:

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

- A. Demonstrate the basic safety procedures of handling hazardous waste materials.
- B. Operate a wide variety of precision measurement equipment.
- C. Teardown typical brake assembly.
- D. Teardown typical suspension assembly.
- E. Explain the difference between 49 and 50 state legal.
- F. Interpret the Law as it applies to a personal vehicle and modification.
- G. Theorize possible horsepower outcomes for modifications.
- H. Compare and Contrast Bolt-on Modifications.
 - I. Perform Major Chassis Modifications.
 - J. Demonstrate Professionalism.

Course Content:

- 1. Safety
 - 1. Tool usage and nomenclature
 - 2. Proper disposal procedures
 - 3. Environmentally conscious decisions
- 2. Measurement tools
 - 1. Micrometer
 - 1. Vernier
 - 2. Caliper
 - 2. Feeler gauges
- 3. Modification Laws
 - 1. Federal Standards
 - 2. California Standards
- 4. Federal and California Statutes regarding punishment
 - 1. Fines and Jail Time
 - 2. Environmental impact
- 5. Brakes and Suspension
 - 1. Brake calculations
 - 1. Stopping performance vs drag
 - 2. Suspension Calculations
 - 1. Ride height
 - 2. Tires
 - 3. Changes from modifications
- 6. Bolt on Modifications

1. Removal and identification of factory parts
 1. Special procedures
 2. Specific design flaws and challenges
2. Installation and identification of modification parts
 1. Special procedures
 2. Specific design and challenges
7. Major Chassis modifications
 1. Cost versus gain
 2. Comparison
 1. Component diagnosis
 2. Manufacturing Process
8. Professionalism
 1. Safety glasses
 2. Working shop expectations
 3. Attitude
 4. Cleanliness
 5. Maintenance of work areas and tools

Methods of Instruction:

1. Demonstration - Group and individual lab demo activities
2. Discussion - Group and individual discussion board activities
3. Lecture - Group and individual lecture activities. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
4. Lab - Group and individual laboratory activities

Methods of Evaluation

- A. Exams/Tests
 1. Minimum 1 midterm and 1 final exam
- B. Home Work
 1. Weekly
- C. Lab Activities
 1. Weekly
- D. Quizzes
 1. At the instructors discretion

Typical Outside-of-Class Assignments

- A. Reading:
 1. Read Chapter One in text
- B. Research:
 1. Suspension Construction research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Allan Bonnick Routledge *Automotive Powertrain Science and Technology*, Routledge, 2020.
2. Greg Banish *Engine Management: Advanced Tuning* . 1 ed., Cartech, 2018.
3. Mark Warner *Street Turbocharging HP1488: Design, Fabrication, Installation, and Tuning of High-Performance Street Turbocharger Systems*. 1 ed., HPBooks, 2017.

Software:

1. [HP TUNERS](#). HP Tuners, (Current/Online/e).
2. [Alldata](#). Alldata, (Current/Online/e).
3. [Shopkeypro](#). Snapon, (Current/Online/e).

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. NAUT INTL

Content Review

Required

- Perform basic engine teardown and reassembly;
- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Utilize and apply hazardous waste handling;
- Theorize on the future of the automotive industry.
- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

B. NAUT INT

Content Review

Required

- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Discuss braking systems, perform a brake inspection, identify parts;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Identify and describe uses of automotive related tools;

C. AUTO INTL

Content Review

Required

- Identify emissions components, understand 5 gas theory;
- Perform basic engine teardown and reassembly;
- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
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- Identify and describe uses of automotive related tools;
- Utilize and apply hazardous waste handling;
- Discuss four stroke engine cycle and identify engine parts;
- Discuss braking systems, perform a brake inspection, identify parts;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Differentiate between suspension and steering system types, inspect and qualify components;

D. AUTO INT

Content Review

Required

- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Discuss four stroke engine cycle and identify engine parts;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify and describe uses of automotive related tools;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Discuss heating and cooling systems, perform basic cooling systems tests;

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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- 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:

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- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
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DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

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: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
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Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Weekly, in on-campus labs.
- **Other:**
Frequency: Homework is assigned weekly.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000599275

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

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

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Admin Outline for Noncredit Automotive Technology L2 Advanced Diesel Engine Performance

Effective: Fall 2027

Catalog Description:

NAUT L2 - Advanced Diesel Engine Performance 109 Hours

Continuation of Automotive Technology A9 with an emphasis on diagnosis of electronic problems, including computer-controlled circuits/systems, using schematics, diagnostic procedures, and equipment on passenger car and light-duty truck diesel engines. Students are strongly recommended to enroll in the Automotive Lab concurrently.

36 hours lecture, 1 hours laboratory.

Prerequisite(s):

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

- NAUT A9 **or** AUTO A9

Total Lecture Hours	36
Total Lab Hours	1
Total Inside of Class Hours	37
Total Outside of Class Hours	72
Total Student Learning Hours	109

Course Grading:

Optional

Justification for course proposal

Our accreditation through ASE has sections. Each section/test ASE has a class at Las Positas College's automotive program. This section/test does not have a class yet. With discussion from our advisory board, they recommended with a vote to add this class to the program.

Discipline:

Automotive Technology.

Student Learning Outcomes

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

- A. Apply service manual procedures to the vehicle.
- B. Apply emissions safety precautions.
- C. Diagnose diesel engine driveability problems using a scanner and multimeter.

Course Objectives:

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

- A. Obtain and interpret scan tool data, retrieve and record stored On Board Diagnostics (OBD) diagnostic trouble codes, and other On Board controllers;
- B. Diagnose the causes of electrical failures or concerns resulting from malfunctions in the computerized control systems with or without diagnostic trouble codes;
- C. Chart, inspect and test computerized engine control system sensors, Powertrain control module (PCM), actuators, and circuits using a graphing multi-meter (DMM)/digital storage oscilloscope (DSO), and perform necessary action;
- D. Access and use service information to perform step-by-step diagnosis;
- E. Evaluate complex electrical system problems;
- F. Develop diagnostic paths using wiring schematics;
- G. Diagnose malfunctions of electronic control systems causing vehicle performance problems, and determine necessary action;
- H. Outline hazardous waste handling
- I. Maintain a clean professional environment.

Course Content:

Lecture:

- 1. Advanced On Board computer scan data
 - 1. Retrieval of codes and data
 - 1. Flash codes
 - 2. Scanner codes
 - 2. Interpretation of information
 - 1. Factory set procedures
 - 2. Develop own diagnostic procedures
- 2. Advanced Emission system diagnostics and testing
 - 1. Perform flow chart testing, with codes, and without codes
 - 2. Evaluate exhaust gas emission smog test results
 - 3. Electronic pulse with modulation evaluation
- 3. Advanced Diagnostic patterns, and analyze scope readings
 - 1. Digital storage oscilloscope usage
 - 1. Scope connection
 - 2. Pattern interpretation
- 4. Advanced Diagnostic service information
 - 1. Access service information (electronic)
 - 1. Application of information
 - 2. Access service information (paper)

1. Application of information
3. Research labor time guides for work determined in diagnostics
5. Advanced Ignition timing
 1. Inspection of adjustable systems
 1. Proper operation of timing light
 2. Follow factory procedures
 3. Set timing to specifications
6. Explain theory and functionality of "OPEN/CLOSED loop systems
 1. List theory of fuel flow delivery system in open loop status
 1. Sensor contribution at operating temperatures
7. Exhaust system evaluation
 1. Back pressure
 1. Testing and diagnosis
 2. Installation inspection
8. Emissions and performance
 1. Explain impact of emissions system on vehicle performance
 1. Diagnoses of power systems
9. Handling of hazardous waste materials
 1. Storage and handling of gasoline
 2. Storage and handling of diesel fuel
10. Professional environment
 1. Safety glasses (clear lens) worn in all Laboratory areas
 2. No loose clothing (coveralls strongly recommended)
 3. Long Hair secured
 4. No open toe shoes (safety shoes recommended)
 5. Work areas maintained: clean free of debris and spills

Lab Activities:

1. On Board computer scan data
2. Emission system diagnostics and testing
3. Diagnostic patterns, and scope readings
4. Ignition timing
5. "OPEN/CLOSED loop systems
6. Exhaust system evaluation
7. Emissions and performance
8. Handling of hazardous waste materials
9. Professional environment

Methods of Instruction:

1. Lab - Student Hands-on laboratory activities and assignments
2. Lecture - Group lecture assignments. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
3. Discussion - Group and individual discussion board activities

Methods of Evaluation

- A. Exams/Tests
 - 1. Minimum 1 midterm and 1 final exam
- B. Home Work
 - 1. Weekly
- C. Lab Activities
 - 1. Weekly
- D. Quizzes
 - 1. At the instructors discretion

Typical Outside-of-Class Assignments

- A. Reading:
 - Read Chapter One in text
- B. Research:
 - Engine emissions research for a personal vehicle

Textbooks (Typical):

Textbook:

- 1. Brian Hagopian *Automotive G1, A1 to A9 and L1, L2, L3, L4: The definitive master guide to ASE certification and advanced vehicle diagnostics.*, , 2026.
- 2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
- 3. Michael Klyde *Advanced Automotive Engine Performance.* 1 ed., CDX, 2021.
- 4. Barry Hollembeak *Automotive Fuels & Emissions Shop Manual.* 7 ed., Thomson Delmar Learning, 2017.

Other Materials Required of Students

- 1. Safety glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. NAUT A9

Content Review

Required

- Identify and explain the function of diesel emission components
- Identify and explain the function of diesel turbo and intake components
- Identify and explain the function of diesel emission exhaust components

Recommended

- Demonstrate the basic safety procedures of handling hazardous waste materials.
- Explain the history of diesel powertrain evolution.

- Operate a wide variety of precision measurement equipment.
- Explain four cycle engine theory and identify key components involved.

Not Necessary Skills

- Teardown typical diesel engine assembly.
- Take measurements of engine components and compare to specifications.
- Qualify new and used engine components.
- Rebuild engine to manufacturer specifications.

B. AUTO A9

Content Review

Required

- Identify and explain the function of diesel emission components
- Identify and explain the function of diesel turbo and intake components
- Identify and explain the function of diesel emission exhaust components

Recommended

- Explain the history of diesel powertrain evolution.
- Operate a wide variety of precision measurement equipment.
- Explain four cycle engine theory and identify key components involved.
- Teardown typical diesel engine assembly.
- Demonstrate the basic safety procedures of handling hazardous waste materials.

Not Necessary Skills

- Take measurements of engine components and compare to specifications.
- Qualify new and used engine components.
- Rebuild engine to manufacturer specifications.

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Frequency: At least once every other week.

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

Frequency: Minimum weekly

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Minimum weekly.

- **Other:**

Frequency: Students will interact during on-campus weekly labs and online in chat.

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: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: At least once per week

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Weekly.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Weekly, in on-campus labs

- **Other:**

Frequency: Homework is assigned 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 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

CCC000584391

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status

N - Non Credit

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.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Admin Outline for Noncredit Automotive Technology L4 ADAS - Advanced Driver Assistance Systems

Effective: Fall 2027

Catalog Description:

NAUT L4 - ADAS - Advanced Driver Assistance Systems 216 Hours

This course introduces students to the Advanced Drivers Assistance Systems (ADAS) utilized in vehicles. This technology is also the foundation for autonomous vehicles. This course will cover the various Advanced Drivers Assistance Systems (ADAS), exploring system operation, diagnosis, service, repairs, and calibration. 36 hours lecture, 108 hours laboratory.

Prerequisite(s):

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

- (NAUT INTL **and** NAUT INT) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

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

Course Grading:

Optional

Justification for course proposal

Our accreditation through ASE has sections. Each section/test ASE has a class at Las Positas College's automotive program. This section/test does not have a class yet. With discussion from our advisory board, they recommended, with a vote, to add this class to the program.

Discipline:

Automotive Technology.

Student Learning Outcomes

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

- A. Perform an alignment ADAS Calibration.
- B. Apply steering and suspension repair safety precautions.
- C. Obtain and interpret powertrain data related to the steering and suspension system.

Course Objectives:

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

- A. Understand and apply Hazardous waste handling;
- B. Identify and describe uses of automotive related tools;
- C. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- D. Understand Adaptive Cruise Control
- E. Calibrate Lane Keeping Assistance
- F. Apply Blind Spot Warning calibration
- G. Identify surround view cameras
- H. Understand dynamic driving assistance
 - I. Identify rear cross traffic warning systems
 - J. Understand parking obstruction warning
- K. Differentiate Forward and reverse Automatic Braking
 - L. Identify trailer assistance programming
- M. Diagnose Night vision system
- N. Differentiate remote and automatic parking systems

Course Content:

Lecture:

- 1. Fundamentals and theory of automotive steering and suspension systems
 - 1. System geometry and alignment specifications
 - 2. Fundamental principles of electrical flow, and component operation
- 2. Applied principal competencies
 - 1. Perform alignment
 - 2. Diagnosis vibration, electrical, and mechanical concerns
- 3. Adaptive Cruise Control
- 4. Collision Avoidance
- 5. Emergency Braking
- 6. Lane Departure
- 7. Cross Traffic
- 8. Surround View
- 9. Lane Change Assistance
- 10. Self Parking
- 11. Blind Spot Detection
- 12. Rear Collision Warning
- 13. Parking Assistance
- 14. Electrical Steering Systems
- 15. Electrical Suspension systems

16. Professional environment

1. Safety glasses (Clear lens) worn in all Laboratory areas
2. No loose clothing (Coveralls strongly recommended)
3. Long Hair secured
4. No open toe shoes (safety shoes recommended)
5. Work areas maintained; clean free of debris and spills

Lab Activities:

1. Fundamentals and theory of automotive steering and suspension systems
2. Applied principal competencies
3. Adaptive Cruise Control
4. Collision Avoidance
5. Emergency Braking
6. Lane Departure
7. Cross Traffic
8. Surround View
9. Lane Change Assistance
10. Self Parking
11. Blind Spot Detection
12. Rear Collision Warning
13. Parking Assistance
14. Professional environment

Methods of Instruction:

1. Lab - Student hands-on laboratory activities and assignments
2. Lecture - Group lecture assignments. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
3. Discussion - Group and individual discussion board activities

Methods of Evaluation

- A. Exams/Tests
 1. Minimum 1 midterm and 1 final exam
- B. Home Work
 1. Weekly
- C. Lab Activities
 1. Weekly
- D. Quizzes
 1. At the instructors discretion

Typical Outside-of-Class Assignments

- A. Reading:
 1. Read Chapter One in text

B. Research:

1. ADAS modification research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Brian Hagopian *Automotive G1, A1 to A9 and L1, L2, L3, L4: The definitive master guide to ASE certification and advanced vehicle diagnostics.*, , 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.
4. Tim Giles *Automotive Service: Inspection, Maintenance, Repair.*, Cengage, 2020.

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. NAUT INTL

Content Review

Required

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Identify emissions components, understand 5 gas theory;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

B. NAUT INT

Content Review

Required

- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

C. AUTO INTL

Content Review

Required

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Identify emissions components, understand 5 gas theory;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

D. AUTO INT

Content Review

Required

- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

Recommended

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Frequency: Minimum weekly

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Minimum weekly.

- **Other:**

Frequency: Students will interact during on-campus weekly labs and online in chat.

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: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: At least once per week

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Weekly.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Weekly, in on-campus labs

- **Other:**

Frequency: Homework, assigned weekly

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

CCC000569953

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status

N - Non Credit

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

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Admin Outline for Noncredit Automotive Technology P2
Chassis Systems: Modifications for Performance
Effective: Fall 2027

Catalog Description:

NAUT P2 - Chassis Systems: Modifications for Performance
216 Hours

An in-depth study of chassis systems modifications made in order to improve performance, including brakes and suspension. This class will explain the differences in laws governing vehicles across all 50 states, including those registered in California; how to improve performance legally; and the penalties for breaking the law. Students will learn to calculate the benefit versus cost of bolt-on performance products within the chassis system. NOTE: Some modifications are intended for off-road applications only. Students are encouraged to enroll in Automotive Lab concurrently.

36 hours lecture, 108 hours laboratory.

Prerequisite(s):

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

- (NAUT INTL **and** NAUT INT) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

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

Course Grading:

Optional

Justification for course proposal

Our accreditation through ASE has sections. Each section/test ASE has a class at Las Positas College's automotive program. This section/test does not have a class yet. With discussion from our advisory board, they recommended, with a vote, to add this class to the program.

Discipline:

Automotive Technology.

Student Learning Outcomes

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

- A. Follow proper safety standards in lab.
- B. Use powertrain data gathered from a dyno test to determine stopping distance.
- C. Determine the proper way to modify a suspension system and stay within the legal limits.

Course Objectives:

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

- A. Demonstrate the basic safety procedures of handling hazardous waste materials.
- B. Operate a wide variety of precision measurement equipment.
- C. Teardown typical brake assembly.
- D. Teardown typical suspension assembly.
- E. Explain the difference between 49 and 50 state legal.
- F. Interpret the Law as it applies to a personal vehicle and modification.
- G. Theorize possible horsepower outcomes for modifications.
- H. Compare and Contrast Bolt-on Modifications.
 - I. Perform Major Chassis Modifications.
 - J. Demonstrate Professionalism.

Course Content:

Lecture:

- 1. Safety
 - 1. Tool usage and nomenclature
 - 2. Proper disposal procedures
 - 3. Environmentally conscious decisions
- 2. Measurement tools
 - 1. Micrometer
 - 1. Vernier
 - 2. Caliper
 - 2. Feeler gauges
- 3. Modification Laws
 - 1. Federal Standards
 - 2. California Standards
- 4. Federal and California Statutes regarding punishment
 - 1. Fines and Jail Time
 - 2. Environmental impact
- 5. Brakes and Suspension
 - 1. Brake calculations
 - 1. Stopping performance vs drag
 - 2. Suspension Calculations
 - 1. Ride height
 - 2. Tires
 - 3. Changes from modifications

6. Bolt on Modifications
 1. Removal and identification of factory parts
 1. Special procedures
 2. Specific design flaws and challenges
 2. Installation and identification of modification parts
 1. Special procedures
 2. Specific design and challenges
7. Major Chassis modifications
 1. Cost versus gain
 2. Comparison
 1. Component diagnosis
 2. Manufacturing Process
8. Professionalism
 1. Safety glasses
 2. Working shop expectations
 3. Attitude
 4. Cleanliness
 5. Maintenance of work areas and tools

Lab Activities:

1. Measurement tool usage
2. Engine Teardown and rebuilding
3. Brake and Suspension measurements
4. Bolt on Modifications
5. Major Chassis modifications lab performance
6. Cost versus gain
7. Professionalism

Methods of Instruction:

1. Demonstration - Group and individual lab demo activities
2. Discussion - Group and individual discussion board activities
3. Lecture - Group and individual lecture activities. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
4. Lab - Group and individual laboratory activities

Methods of Evaluation

- A. Exams/Tests
 1. Minimum 1 midterm and 1 final exam
- B. Home Work
 1. Weekly
- C. Lab Activities
 1. Weekly
- D. Quizzes

1. At the instructors discretion

Typical Outside-of-Class Assignments

- A. Reading:
Read Chapter One in text
- B. Research:
Suspension Construction research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Allan Bonnick Routledge *Automotive Powertrain Science and Technology*, Routledge, 2020.
2. Greg Banish *Engine Management: Advanced Tuning* . 1 ed., Cartech, 2018.
3. ISBN-13: 978-1557884886 *Street TurbochargingHP1488: Design, Fabrication, Installation, and Tuning of High-Performance Street Turbocharger Systems*. 1 ed., HPBooks, 2017.

Software:

1. HP TUNERS. HP Tuners, (Current/Online/e).
2. Alldata. Alldata, (Current/Online/e).
3. Shopkeypro. Snapon, (Current/Online/e).

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. NAUT INTL

Content Review

Required

- Perform basic engine teardown and reassembly;
- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

- Discuss heating and cooling systems, perform basic cooling systems tests;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Utilize and apply hazardous waste handling;
- Theorize on the future of the automotive industry.
- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;

B. NAUT INT

Content Review

Required

- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Discuss braking systems, perform a brake inspection, identify parts;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Identify and describe uses of automotive related tools;

C. AUTO INTL

Content Review

Required

- Identify emissions components, understand 5 gas theory;
- Perform basic engine teardown and reassembly;
- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify and describe uses of automotive related tools;
- Utilize and apply hazardous waste handling;

- Discuss four stroke engine cycle and identify engine parts;
- Discuss braking systems, perform a brake inspection, identify parts;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Differentiate between suspension and steering system types, inspect and qualify components;

D. AUTO INT

Content Review

Required

- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Discuss four stroke engine cycle and identify engine parts;

Recommended

- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify and describe uses of automotive related tools;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Discuss heating and cooling systems, perform basic cooling systems tests;

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Minimum weekly.
- **Other:**
Frequency: Students will interact during on-campus weekly labs and online in chat.

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: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: At least once per week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Weekly, in on-campus labs.
- **Other:**
Frequency: Homework is assigned weekly.

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

CCC000599275

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

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

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Admin Outline for Noncredit Business 217
AI Fluency for Your Work and Business
Effective: Fall 2027

Catalog Description:

NBUS 217 - AI Fluency for Your Work and Business
27 Hours

This course builds foundational artificial intelligence (AI) fluency for individuals and small business owners. Students learn what AI can and cannot do today, how to write effective prompts, and how to evaluate AI-generated content for accuracy and appropriateness. Through hands-on practice, students apply AI tools to real tasks in their own work, job search, or small business, and develop the judgment to use AI responsibly and professionally. The course culminates in a Personal AI Pilot, in which each student completes and documents a real, AI-assisted task. This is the first of two courses in the AI Workforce Certificate.

9 hours 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

This noncredit certificate course meets a growing community and workforce need for practical, applied artificial intelligence skills. Designed for individuals and small business owners, the course teaches students to use AI effectively in their own work and business through hands-on instruction in AI fundamentals, effective prompting, and responsible, professional use. As AI tools become integral to business communication, research, and operations, local workers and small business owners increasingly need accessible, non-technical training to remain competitive. As a CTE-aligned noncredit offering, the course supports regional workforce development and economic vitality while providing a low-barrier entry point for career advancement and small business growth. It is the first of two courses in the AI Workforce Certificate.

Discipline:

Vocational (short-term): Noncredit.

Student Learning Outcomes

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

- A. Construct effective prompts and workflows to accomplish real tasks using AI tools.
- B. Critically evaluate AI-generated content for accuracy, bias, and appropriateness.
- C. Apply AI to a real task in their work, business, or career in a responsible and professional manner.

Course Objectives:

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

- A. Identify privacy, confidentiality, and professional-ethics considerations when using AI in a business or career context.
- B. Construct effective prompts that produce useful, relevant output.
- C. Describe the major categories of AI tools and realistically assess what AI can and cannot do today.

Course Content:

- 1. Session 1: The AI Landscape — What's Real, What's Hype, What's Useful
 - 1. Plain-language introduction to artificial intelligence and what it is and is not
 - 2. Major categories of AI tools: general-purpose assistants, image and design tools, voice and conversation tools, and domain-specific tools
 - 3. Realistic capabilities and limitations of current AI, including the distinction between AI that drafts and AI that takes action
 - 4. Selecting an appropriate AI tool for one's own work or business
- 2. Session 2: Prompting Well — Getting Useful Results from AI
 - 1. The craft of effective prompting and why most users get mediocre results
 - 2. The four elements of a useful prompt: context, task, constraints, and format
 - 3. Defining "what good looks like" before prompting and evaluating output against that standard
 - 4. Applying prompting techniques to real scenarios such as customer emails, document summaries, marketing ideas, and professional writing
- 3. Session 3: Using AI Responsibly and Well
 - 1. When to trust AI output, when to verify it, and when not to use AI at all
 - 2. Recognizing confident-sounding errors and inaccuracies
 - 3. Privacy and confidentiality, including appropriate handling of customer, client, and sensitive business information
 - 4. Professional ethics: attribution, transparency, and maintaining one's own voice and judgment
 - 5. Optional technique: cross-model evaluation for high-stakes work

Methods of Instruction:

- 1. Lecture - Instructor-led lectures introduce core concepts including the AI landscape, effective prompting techniques, and responsible AI use. Delivered across in-person, synchronous online, and asynchronous (recorded) formats to support the course's high-flex modality.
- 2. Discussion - Guided discussion allows students to compare AI outputs, share results from their own experimentation, and examine questions of accuracy, ethics, and appropriate use. Supported synchronously and through asynchronous discussion forums.

3. Projects - Students complete applied, project-based work, culminating in the Personal AI Pilot capstone, in which they design, execute, and document an AI-assisted task drawn from their own work, job search, or business.
4. Written Exercises - Students produce written deliverables including documented prompt-and-output logs, reflections, and a personal AI use checklist, building both practical skill and critical evaluation.
5. Learning Management System - Course content, recorded lecture sessions, discussion forums, and assignment submissions are delivered and managed through the college learning management system, enabling consistent delivery across in-person, synchronous, and asynchronous modalities.

Methods of Evaluation

A. Class Participation

1. Ongoing. Participation is assessed through in-class activities, discussion, and asynchronous discussion forums across the course's high-flex modalities.

B. Class Work

1. Each session. Students engage in guided, hands-on activities such as live prompting exercises and AI output evaluation during class sessions.

C. Home Work

1. Each session. Students complete out-of-class assignments including AI tool experimentation, prompt-and-output logs, and applied tasks tied to their own work or business.

D. Portfolios

1. Cumulative across the term. Students compile documented prompt logs, deliverables, and reflections into a portfolio demonstrating practical AI fluency and critical evaluation.

E. Projects

1. Ongoing throughout the course. Students complete applied projects in each unit, culminating in the Personal AI Pilot capstone in which they design, execute, and document an AI-assisted task from their own work or business.

Typical Outside-of-Class Assignments

A. Activity:

1. Students create accounts on at least two AI tools and complete a guided exploration worksheet of ten prompts spanning writing, research, analysis, brainstorming, and summarizing. They submit a short written reflection identifying what surprised them, what disappointed them, and one task from their own work or business they want AI to help with.

B. Project:

1. Students complete a real task from their own work, job search, or business end-to-end using AI.
 1. They submit a documented prompt-and-output log showing what they kept, what they revised, and why, along with a one-page written reflection.
2. Capstone — Personal AI Pilot
 1. Students select a meaningful real task from their work, job search, or business, complete it using AI while applying their evaluation checklist, and submit the finished work product plus a one-page reflection describing what AI contributed, what they contributed, and how they would approach a similar task in the future.

Textbooks (Typical):

OER:

1. OpenAI *OpenAI Academy*, NA, 2026. academy.openai.com.
2. Anthropic *Anthropic Courses — AI Fluency and Applied Skills*, NA, 2026. anthropic.com/learn.
3. MIT Sloan School of Management *MIT Sloan Teaching Resources Library — Management Case Studies*, NA, 2026. mitsloan.mit.edu/teaching-resources-library.

Equity Based Curriculum

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

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.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

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

The decision was made by discussing with fellow faculty, students, and our advisory board. Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

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 at least once per course
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course 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 every homework assignment and quiz
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 2 announcements 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 once per course

Student-Student Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1 per course
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 1 per course

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 course
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: 1 per course
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per course
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Short quiz/test daily
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 asynchronous per course
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 1 short video per course
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 1 per semester

Codes and Dates

Course CB Codes

CB03: TOP Code

059900 - Other Business and Management

CIP Code

52.9999 - Business, Management, Marketing, and Related Support Services, Other

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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



LAS POSITAS
COLLEGE

Admin Outline for Noncredit Business 218

Applying AI Across Your Work and Business

Effective: Fall 2027

Catalog Description:

NBUS 218 - Applying AI Across Your Work and Business

27 Hours

This course helps individuals and small business owners apply artificial intelligence (AI) across the recurring functions of their work and business. Building on foundational AI fluency, students learn to use AI for communication and content, research and decision-making, and operations and administration. Through hands-on practice, students develop repeatable, AI-assisted approaches to real tasks and produce an Applied AI Portfolio demonstrating practical AI fluency across multiple functional areas. This is the second of two courses in the AI Workforce Certificate.

9 hours 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

This noncredit certificate course is the second of two courses in the AI Workforce Certificate. Building on the foundational AI fluency developed in the first course, it teaches individuals and small business owners to apply AI across the recurring functions of their work and business — communication and content, research and decision-making, and operations. As AI tools become integral to how individuals and small businesses operate, accessible, applied training in these functional areas supports regional workforce development and economic vitality. As a CTE-aligned noncredit offering, the course provides a low-barrier path to practical, job-relevant AI skills and small business growth.

Discipline:

Vocational (short-term): Noncredit.

Student Learning Outcomes

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

- A. Produce a portfolio of repeatable, AI-assisted approaches across multiple functional domains of their work or business.
- B. Use AI as a research and decision-making partner for real business and career questions.
- C. Apply AI confidently to communication and content tasks while maintaining personal voice and professional judgment.

Course Objectives:

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

- A. Apply AI confidently to communication and content work, including marketing, email, outreach, and professional writing.
- B. Use AI as a research and decision-making partner for real business and career questions.
- C. Integrate AI into the operational and administrative functions of one's work or business, exercising judgment about which tasks to delegate to AI and which require human oversight.

Course Content:

- 1. Session 1: AI for Communication and Content
 - 1. Using AI for marketing copy, social media posts, customer emails, newsletters, website content, client proposals, sales outreach, and thought leadership
 - 2. Maintaining personal voice and brand consistency while using AI
 - 3. Adapting tone across audiences — casual social posts versus formal client communication versus internal updates
 - 4. Avoiding common pitfalls: generic AI voice, tonal mismatches, and overpolished content that does not sound like the student
- 2. Session 2: AI for Research, Analysis, and Decision-Making
 - 1. Using AI as a thinking partner for market research, including competitors, pricing, and customer trends
 - 2. Summarizing long documents such as reports, articles, contracts, and research
 - 3. Structured analysis to support decisions — pros and cons, tradeoffs, and what-if scenarios
 - 4. Career research — industries, companies, roles, and in-demand skills
 - 5. Asking AI to challenge rather than simply agree, and recognizing where AI misleads (outdated information, fabricated sources, confident-sounding errors)
- 3. Session 3: AI for the Operations of Your Work and Business
 - 1. AI that drafts: document drafting (policies, SOPs, onboarding materials, FAQs, intake forms), planning and organization, administrative work, and job search and career materials
 - 2. AI that takes action: assistants that manage scheduling, handle routine email, send follow-ups, organize files, and connect simple workflows across tools
 - 3. Judgment for delegation: deciding which tasks to hand off, which require a human in the loop, and how to review what AI does on the student's behalf

Methods of Instruction:

1. **Lecture** - Instructor-led lectures introduce core concepts including the AI landscape, effective prompting techniques, and responsible AI use. Delivered across in-person, synchronous online, and asynchronous (recorded) formats to support the course's high-flex modality.
2. **Discussion** - Guided discussion allows students to compare AI outputs, share results from their own experimentation, and examine questions of accuracy, ethics, and appropriate use. Supported synchronously and through asynchronous discussion forums.
3. **Projects** - Students complete applied, project-based work, culminating in the Personal AI Pilot capstone, in which they design, execute, and document an AI-assisted task drawn from their own work, job search, or business.
4. **Written Exercises** - Students produce written deliverables including documented prompt-and-output logs, reflections, and a personal AI use checklist, building both practical skill and critical evaluation.
5. **Learning Management System** - Course content, recorded lecture sessions, discussion forums, and assignment submissions are delivered and managed through the college learning management system, enabling consistent delivery across in-person, synchronous, and asynchronous modalities.

Methods of Evaluation

A. Class Participation

1. Ongoing. Participation is assessed through in-class activities, discussion, and asynchronous discussion forums across the course's high-flex modalities.

B. Class Work

1. Each session. Students engage in guided, hands-on activities such as live prompting exercises and AI output evaluation during class sessions.

C. Home Work

1. Each session. Students complete out-of-class assignments including AI tool experimentation, prompt-and-output logs, and applied tasks tied to their own work or business.

D. Portfolios

1. Cumulative across the term. Students compile documented prompt logs, deliverables, and reflections into a portfolio demonstrating practical AI fluency and critical evaluation.

E. Projects

1. Ongoing throughout the course. Students complete applied projects in each functional area, culminating in the Applied AI Portfolio capstone in which they document repeatable, AI-assisted approaches across communication, research, and operations.

Typical Outside-of-Class Assignments

A. Project:

Capstone — Applied AI Portfolio: Students select three functions from the course, including at least one from each of the three areas (communication and content; research and analysis; operations), and produce a documented, repeatable AI-assisted approach to each. At least one must involve AI that acts, not only AI that drafts. They submit the portfolio plus a one-page reflection on how they will continue applying what they learned.

B. Project:

Students select a real research or decision question from their own work or business (for example, whether to raise prices, what competitors are doing differently, or which industry to target in a job

search) and produce an AI-assisted analysis with a clear recommendation. They submit the written analysis along with documented prompts, sources checked, and their reasoning.

C. Activity:

Students select a communication function relevant to their situation (for example, social media, email marketing, LinkedIn content, or cover letters) and produce a batch of three to five polished pieces using AI. They submit the final pieces, a documented process, and a brief written reflection.

Textbooks (Typical):

OER:

1. OpenAI *OpenAI Academy*, NA, 2026. academy.openai.com.
2. Anthropic *Anthropic Courses — AI Fluency and Applied Skills*, NA, 2026. anthropic.com/learn.
3. MIT Sloan School of Management *MIT Sloan Teaching Resources Library — Management Case Studies*, NA, 2026. mitsloan.mit.edu/teaching-resources-library.

Equity Based Curriculum

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

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.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

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

The decision was made by discussing with fellow faculty, students, and our advisory board. Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

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 at least once per course
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course 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 every homework, and quiz
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 2 announcements 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 once per course

Student-Student Interaction

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

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 course
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: 1 per course
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per course
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Short quiz/test daily
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 asynchronous per course
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 1 short video per course
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 1 per semester

Codes and Dates

Course CB Codes

CB03: TOP Code

059900 - Other Business and Management

CIP Code

52.9999 - Business, Management, Marketing, and Related Support Services, Other

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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



LAS POSITAS
COLLEGE

Admin Outline for Noncredit Computer Information Systems 288A
Word Processing Essentials: MS Word, Google Docs, AI Tools
Effective: Fall 2027

Catalog Description:

NCIS 288A - Word Processing Essentials: MS Word, Google Docs, AI Tools
108 Hours

This word processing course is designed to review a student's current word processing skills and build essential skills for creating, formatting, and managing common business documents. Students will gain hands-on experience with widely used tools such as Microsoft Word and Google Docs, learning how to produce clear, well-organized documents that meet modern standards for communication and collaboration. In addition, the course introduces the responsible use of AI-powered writing and productivity tools to support drafting, editing, and revising documents. Emphasis is placed on understanding when and how these tools can enhance efficiency while maintaining originality, accuracy, and academic integrity.

27 hours lecture, 27 hours laboratory.

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:

Pass/No Pass

Justification for course proposal

create non-credit class to mirror CIS 88A - students have choice

Discipline:

Computer Information Systems.

Student Learning Outcomes

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

- A. Apply proper formatting, including headers, footers, and page numbers, to a research paper

- B. Create a professional, error-free business letter using mail merge features
- C. Create, save, retrieve, edit and print documents in correct business formats.
- D. Students will be confident using word processing and emerging technologies to communicate effectively in college and beyond.

Course Objectives:

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

- A. Apply decision making skills in determining the most efficient way to produce documents.
- B. Create, format, and edit tables;
- C. Use the mail merge feature to generate personalized documents;
- D. Incorporate graphic elements to enhance visual appeal;
- E. Navigate the Microsoft Word, Google Docs interface effectively;
- F. Format common business documents, including letters, resumes, brochures/newletters, and reports;
- G. Create, save, retrieve, edit and print documents;
- H. Integrate AI tools into document preparation

Course Content:

Lecture:

- 1. Introduction to Microsoft Word, Google Docs interface
 - 1. Screen elements, including the Ribbon, Tabs, scroll bars, views, and zoom settings
 - 2. Default/initial settings
 - 3. Explore the Help features
- 2. Enter and format
 - 1. The Insertion Point
 - 2. Apply text attributes, change fonts and font sizes, bold, italics, and underline
- 3. Document and Paragraph formatting
 - 1. Margins
 - 2. Indents
 - 3. Set tabs
 - 4. Headers/Footers
- 4. Create, format, and edit tables
- 5. Document production features: find, replace, move/copy text, spell check, and thesaurus
- 6. Effectively produce business documents using correct document formats
 - 1. Letters
 - 2. Reports
 - 3. Newsletters
 - 4. Brochures
- 7. Arrange text in multiple columns
 - 1. Insert column breaks
 - 2. Insert page breaks
- 8. Incorporate graphic images and other graphic elements to enhance visual appear
- 9. AI Tools
 - 1. Incorporate various AI Tools for document creation

2. CoPilot, Gemini
10. Cloud Storage
 1. Upload documents to the cloud
 2. Share the documents
11. Mail Merge
 1. Create a data source
 2. Create a main document
 3. Use merge to create customized letter

Lab Activities:

1. Editing: Inserting, deleting, moving, and copying text.
2. Formatting: Adjusting fonts, sizes, colors, margins, and spacing
3. Tools: Spell-check, grammar check, and thesaurus.
4. Graphics: Inserting images, tables, and charts.
5. Storage: Saving, retrieving, and organizing documents.

Methods of Instruction:

1. Lab - Hands-on assignments that select and present data
2. Lecture - Explore versions of MS Word, and Google Docs
3. Discussion - Class discussion
4. Demonstration - Computer demonstrations

Methods of Evaluation

- A. Lab Activities
 1. Weekly
- B. Projects
 1. twice every semester
- C. Quizzes
 1. weekly
- D. Use of multiple solution approaches and problem-solving strategies to promote flexible and inclusive learning
- E. Opportunities for students to demonstrate understanding through varied form

Typical Outside-of-Class Assignments

- A. Reading:
 1. Read the chapter on Creating and Editing Business Documents. Complete the Develop Your Skills sections within the chapter.
- B. Project:
 1. Complete Reinforce Your Skills W1-R1 (Create an Informal Letter) on pages 21-22. Print the document or submit it online as directed by instructor.
 2. Complete Apply Your Skills W1-A3 (Edit and Format a Letter) on pages 30-31. Print the document or submit it online as directed by instructor.

Textbooks (Typical):

Textbook:

1. Ann Shaffer, Katherine T Pinard *New Perspectives Microsoft® 365® Word® Comprehensive, First Edition*. 1st ed., Cengage, 2025.
2. Jennifer Duffy, Carol Cram *Illustrated Microsoft® 365® Word® Comprehensive, First Edition*. 1st ed., Cengage Learning, 2025.
3. Mary Anne Poatsy *Exploring Microsoft 365: Word 2025, 1st edition*. 1st ed., Pearson, 2025.

Equity Based Curriculum

- Methods of Evaluation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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]

Approved for DE mode 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
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: A minimum of two times.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Minimum 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 per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: every two weeks

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 once

- **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

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: twice every semester

Codes and Dates

Course CB Codes

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

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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



LAS POSITAS
COLLEGE

Admin Outline for Political Science 27
Introduction to Gender, Sexuality, and Politics
Effective: Fall 2027

Catalog Description:

POLI 27 - Introduction to Gender, Sexuality, and Politics
3.00 Units

Gender, Sexuality, and Politics illustrates that politics involves more than the institutions of government and representation. Politics also revolves around social, cultural, economic, and legal structures as well. The course examines the impact of politics on the lives of cis men and women and LGBTQ people and their reciprocal impact on politics, primarily in United States but contextualized using intersectional and comparative methods. Students will think critically about the theories and relationship between gender, sexuality, and power. Assessment of the role and impact of individuals, groups, and cultural attitudes and traditions involved in the women's and LGBTQ rights movements, exploring the debates over theory and strategy that have worked to their advantage and disadvantage to achieve social policy aimed at bringing equality. The course uses historical and topical approaches, analyzing the struggles for gaining a political voice and participation, with discussion of public policies, and a critique of contemporary issues and self-perceptions that affect cis men and women and LGBTQ people's political rights.

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

Gender and sexuality are two highly contested domains of politics in the 21st century. Whether it be discussions of toxic masculinity, the manosphere, reproductive rights, LGBTQ rights, trans athletes, bathroom bans, medical care for trans youth, gay marriage, sexual harassment, sexual assault, misogyny, or ongoing debates about appropriate roles for cis-gendered men and women in the workplace and at home or far-right conservative ideas such as ending women's right to vote, our politics are saturated with issues of gender and sexuality. As citizens, voters, and employees, our students need preparation for confronting these topics in their own lives and communities. It is part of our mission as a DEIB oriented institution to provide that

preparation for our students while also fulfilling the social science GE requirement. Based on papers written in my other political science classes, there is a deep hunger for a deeper discussion of these topics than I can cover in American Government & Politics, California Government & Politics, or Political Theory. Thus, the course would be helpful to majors as well, especially those transferring to UC campuses, which a large number of political science majors do. The course would also benefit students working on certificates in Womens Studies and LGBT Studies, neither of which have courses covering the political, governmental and legal sides of those topics.

Discipline:

Political 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. Assess the importance of studying the role of gender and sexuality in American and global politics.
- B. Identify and critically analyze the major theoretical perspectives that conceptualize gender and sexuality in politics.
- C. Identify and examine significant historical periods and events relating to politics and gender, including the contemporary political barriers confronting cis-gendered women and gender, as well as sexual minorities in politics
- D. Compare and contrast the strategies, tactics, and methods employed organizing politically around issues of gender and sexuality,

Course Objectives:

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

- A. Assess the importance of studying and understanding the role of gender and sexuality in American and global politics
- B. Identify and critically analyze the major theoretical perspectives that conceptualizes gender and sexuality in politics
- C. Identify and examine significant historical periods and events relating to politics and gender, including the contemporary political barriers confronting cis gendered women and gender and sexual minorities in politics
- D. Compare and contrast the work of organizing politically around issues of gender and sexuality, as well as the strategies, tactics, and methods employed
- E. Identify and evaluate significant gender and sexuality identity movements, their success and/or failure, and their impact both domestically and internationally
- F. Assess and analyze the contributions of gender and sexuality movements that developed into rights for cis gendered women and sexual and gender minorities in both the U.S. and global sphere
- G. Identify and assess contributions by cis women and gender and sexual minorities of differing class, cultural, religious, and political identities, who participated in the development and practice of

- movements and rights, as well as their impact on political change in both global and U.S. contexts
- H. Identify and assess aspects of multiculturalism and intersectionality in regards to cis women and sexual and gender minorities serving as political actors. To include Native-Americans, African-Americans, Latinx-Americans, Asian-Americans, Middle-Eastern Americans, and multiracial-Americans.
 - I. Analyze and critically assess the politics of gender roles, rights and democracy in the U.S. and globally
 - J. Examine the significance of representative identify in a pluralist society by critically analyzing gender roles, sexism, homo- and transphobia and intersectionality in U.S. politics
 - K. Compare and contrast the “representation” of cis women and sexual and gender minorities in the U.S. with other developed and developing countries, where women and sexual and gender minorities compete for elected political positions
 - L. Analyze and assess coalition building, electoral institutions, as well as party politics and leadership aiding or hindering the representation of cis women and gender and sexual minorities in the U.S. and globally
 - M. Evaluate and critique how the forms of governance and representation—including the use of quotas—in Europe, Africa, Latin America, Asia and the Middle East help or hinder the positioning of cis women and gender and sexual minorities in politics
 - N. Identify and critique the gender stereotypes, sexism, chauvinism, homophobia, and transphobia that affect cis women and gender and sexual minority political candidates and political actors in national, state, and local elections
 - O. Analyze and assess interest groups, PACs, lobbyist, and media impacts on popular attitudes regarding cis women and gender and sexual minorities of differing class, race, ethnicity, and religious identities, when severing as candidates as well as in elected and non-elected political offices in the U.S. and globally
 - P. Evaluate and critique the significance of state public policies on cis women and sexual and gender minorities in a federal system
 - Q. Assess and analyze the gender and sexuality gap regarding support and opposition for different and public policy areas
 - R. Examine and evaluate the development and impact that cis women and gender and sexual minorities have on political institutions and public policies, and the impact political institutions and public policy has on them
 - S. Critically analyze cis women and gender and sexual minorities currently serving in various political positions and contemporary political organizations reflecting differing political ideologies
 - T. Identify major contemporary theoretical perspectives in political science, critically analyzing how the discipline conceptualizes and disciplines cis women and gender and sexual minorities in politics

Course Content:

- 1. Introduction to intersectional U.S. cis men and women and LGBTQ people’s movements and political rights
- 2. Movements and rights in the U.S. with global perspectives
- 3. Movements, Rights and Democratization
 - 1. Early historic movements, organizations and leaders promoting social norm shift, civil liberties, and rights, including intersectional perspectives such as Native Americans, African-Americans, Latino Americans, Asian Americans, Middle Eastern Americans

2. Later historic women rights organizations and leaders promoting democratization, civil liberties and rights, including intersectional perspectives
3. Compare and contrast domestic to international movements
4. Impact and results movements, such as
 1. Action/legislation at the national, state, and local levels
 2. Constitutional Amendments, the ERA, etc.
 3. Supreme Court decisions: *Bowers v. Hardwick*, *Lawrence v. Texas*, *Obergefell v. Hodges*
5. Theoretical framework(s) for gender and sexuality politics
 1. Cis women and men and LGBTQ people's perspectives, theories, and models of public policy, such as:
 1. Feminism, feminist theory, queer theory, trans theory, anti-feminism, male chauvinism, masculinity studies, gender gap, and gender-role stereotypes, including consideration of culture, race, ethnic, religious and class differences in the U.S., with global considerations
 1. Public versus private spheres, citizenship and democracy, political development, inequality, and the status of cis women and LGBTQ people in the U.S. and around the world
 2. Ways in which the identities of cis women and LGBTQ people seek to engage and create political change, and the political significance of that engagement and change historically and in the contemporary period
 3. Support and consciousness-raising groups moving beyond community and the workplace to seek change from social movements to politically elected, unelected, and appointed positions at the national, state, and local levels
 4. Engagement with the "manosphere" including the incel movement, Proud Boys, and other far-right men's organizations.
6. Cis women and LGBTQ people's political roles and representation: challenges/successes in U.S. politics with consideration of global perspectives
 1. Gender-role stereotypes, gender-gap, gender (in)equality and homo- and transphobia affecting candidates and campaigns
 2. Cultural and social change in society with consideration for race, ethnicity, religion and class differences in the U.S. and around the world
 3. Strategies and tactics for success, such as
 1. Setting political goals, identifying popular support, and issue strategizing; competitive elected political positions, political activism, and the increasing access to political power in U.S. and globally
7. Rights to participation and access to political power
 1. Theories and practices of participation and representation in democracy, such as,
 1. Continuing discrimination, sexism, gender-gap, gender-role stereotypes, homo- and transphobia, and LGBTQ stereotypes, including intersectional considerations
 2. Impact of political involvement and participation, such as
 1. Cis women and LGBTQ people participating and representing in U.S. national, state, and local governments, and in developed and developing countries
 1. Representatives, managing campaigns, serving on committees, city managers, et al.

2. Election rules, party politics, coalition building, partisan regimes, and concepts of fair representation and electoral quotas in other regions, including Africa, Latin America, Asia, and Middle East
8. Cis women and LGBTQ people in politics and American society
 1. Cis women and LGBTQ people's participation in political institutions, processes, public policy at the national, state, and local levels. For example
 1. The role of political parties, interest groups, lobbyists, PACS, donors, and the media in politics affecting cis women and LGBTQ people qua representatives, candidates in campaigns and elections, and public policy decision-making
 2. The role of cis women and LGBTQ people in political parties, interest groups, lobbies, PACS, donors organization, and the media in politics
 3. Challenges, expectations, and the role of cis women and LGBTQ people in the three branches of the federal government and importance of state and municipal governments
 1. Case study of California cis women and LGBTQ people in politics
 4. Impact and results of cis women and LGBTQ people in politics and government, with consideration of global perspectives
9. Public Policy Debates and Congressional Actions
 1. Reconciliation rights, policies, and enforcement historically
 1. Parenthood, equality and the family, such as,
 1. Maternity, parental, paternity, family leave, Title IX, and the Equal Pay Act
 2. Barriers to employment, promoting, and educating girls, LGBTQ youth, cis women, and LGBTQ people
 3. Intersectional analysis of gender-role and LGBTQ stereotypes
 2. Sexual harassment, discrimination, rights, policies, and enforcement across time
 1. Title VII, EEOC, Meritor Savings Bank v. Vinson
 3. Familial and reproductive rights, policies, and enforcement across time
 1. Parenthood and the family, including
 1. Intersectional analysis of marriage, domestic partnerships, family planning, reproductive assistance technologies and practices (egg and sperm donation, surrogacy, adoption, fostering, etc) health and child care, reproduction, abortion, gender-role stereotypes
 2. Sexual violence, rights, policies, and enforcement, across time. For example,
 1. Sexual assault and rape, virginity tests, honor killings, genital mutilation practices
 3. Equality in military service, sports, etc. Rights, policies, and enforcement, across time. For example,
 1. Rosie the Riveter; Women Air-Force Service Pilots (WASP's) to modern combat roles, Title IX, Don't Ask Don't Tell, The Trans Ban, etc
 4. Cis women and LGBTQ people in perspective of various elected and unelected political positions, for example
 1. Cis women and LGBTQ people and political ideologies vs political and public positions
 2. Egs., What did feminists say about Sarah Palin and what do today's conservatives say about Barbara Lee?

3. Role, impact and voting records

10. How political science conceptualizes and disciplines cis women and LGBTQ people in politics

1. Feminist, Gender, and Sexuality Studies conceptualizes various political involvements of cis women and LGBTQ people, such as

1. What do we gain from an interdisciplinary perspectives on women and politics? What are feminist critiques of the discipline of Political Science, especially of American Politics? What are the views of Women's Studies and Feminist, Gender, and Sexuality Studies expressed in current publications focused on American Politics

Methods of Instruction:

1. Audio-visual Activity - Powerpoint, videos, audio recordings, podcasts.
2. Classroom Activity - Group work, writing intensive classroom setting, socratic lecture, debate, and all-class discussion.
3. Critique - Peer critiques of student writings. Student critiques of assigned readings.
4. Discussion - Each lecture is punctuated by discussion questions as well as assignments involving student-led discussions.
5. Individualized Instruction - Writing assignments will include scaffolding and workshopping of thesis statements, outlines, and rough drafts, which will receive individualized feedback.
6. Lecture - Course texts will provide the skeleton of the course, while Socratic lecture provides the meat.
7. Research - Short assignments (homework and presentations) as well as papers.
8. Student Presentations - Types of student presentations: 1. Introducing authors, context, and arguments before class discussion of a text. 2. News presentations, which connect the days lecture topic with a recent news story 3. Research presentation in which students share their research papers with the class
9. Guest Lecturers - While not a requirement for the course, guest lecturers could enhance learning about such a wide-ranging topic as gender and sexuality in politics, history, government and law.
10. Written Exercises - 1. Reading response questions 2. Scaffolded formal paper assignments 3. In-class writing as preparation for discussion
11. Learning Management System - The learning management system will be employed to distribute texts and manage at-home assignment assessments.

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Work
 1. Daily
- C. Exams/Tests
 1. One of the following models 1. Weekly quizzes and/or 2. Midterm and final exam
- D. Group Projects
 1. Weekly
- E. Home Work
 1. Reading prior to each class and work towards paper and presentations
- F. Oral Presentation
 1. 1-4 presentations

G. Papers

1. 1-3 papers

H. Quizzes

1. Daily (on reading assignment)

Typical Outside-of-Class Assignments

A. Reading:

1. Reading a historical, legal, or theoretical text in preparation for class. Assessed through reading response questions.

B. Writing:

1. In response to reading response questions, writing a thesis statement, outline, rough draft, peer review, or final draft of a research or argumentative paper.

C. Research:

1. Preparing an annotated bibliography using library databases and/or journalistic sources.

D. Activity:

1. Playing a game such as group strategizing for methods to make legal or legislative victories for LGBTQ rights in the current environment. Are legislatures or courts the best target? State or federal level? Groups compete for the most successful strategy.

E. Project:

1. Preparing a presentation or doing a group project for presentation in the class. (Connecting news to course material, for example).

Textbooks (Typical):

1. Reading materials will be provided and free for the student via Course management software to promote equity.

OER:

1. Agnieszka Graff and Elzbieta Korolczuk *Anti-Gender Politics in the Populist Moment.*, Taylor & Francis, 2022. <https://library.oapen.org/handle/20.500.12657/50542>.

Textbook:

1. Edited by Cherríe Moraga and Gloria Anzaldúa *This Bridge Called My Back: Writings by Radical Women of Color*. Fortieth Anniversary Edition ed., SUNY Press, 2021.
2. Edited By Paulina Barczyszyn-Madziarz, Przemyslaw Zukiewicz *Gender and LGBTQ Issues in Election Processes: Global and Local Contexts*. 1st ed., Routledge, 2024.
3. Amrita Basu *Women's Movements in the Global Era: The Power of Local Feminisms*. 2nd ed., Westview Press, 2017.
4. Saba Mahmood *Politics of Piety: The Islamic Revival and the Feminist Subject*. Reprint ed., Princeton University Press, 2012.
5. Wendy Brown *Manhood and Politics: A Feminist Reading in Political Theory (New Feminist Perspectives)*. 1st ed., Rowman & Littlefield, 1988.

Other Materials Required of Students

1. Notebooks.
2. Writing implements.

Equity Based Curriculum

- Catalog Description
- Course Content
- Course Objectives
- Student Learning Outcomes
- Typical Assignments
- Textbooks/Materials

DE Proposal

Delivery Methods

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

Rationale for DE

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

The course is designed to be largely comprised of reading, writing, and discussion, all of which work nicely in the online format and allows more students who work, have other schedule demands, or live further afield access to the course.

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

The decision was made after discussions with colleagues and consideration of student needs.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Minimum of once per week.
- **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: Minimum of once per week.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: As needed
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: During office hours
- **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 during the semester for assessments and/or activities.

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 week.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: At least 5 times per semester.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Peer-editing of 6 papers 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 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 5 times per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: At least twice during the semester (3-5 pages each).
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-5 quizzes plus final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Multiple times per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Probably weekly, at the discretion of the instructor.
- **Games:** *Games will be used to reinforce learned material.*
Frequency: Games enhance student energy and engagement, build teamwork and encourage social interaction. At the discretion of the instructor.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: At least once per 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

Cal-GETC

- 4 - Social and Behavioral Sciences

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 4 - Social and Behavioral Sciences

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606152

CB03: TOP Code

220700 - Political Science

CIP Code

45.1001 - Political Science and Government, 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.

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

5.2. Course Modifications

- AJ 54 Investigative Report Writing
- AJ 60 Criminal Law
- AJ 61 Evidence
- AJ 63 Criminal Investigation
- AJ 64 Police Patrol Operations
- AJ 66 Juvenile Procedures
- AJ 68 Police Ethics and Leadership
- AJ 85 Introduction to Forensics
- ARTS 2A Introduction to Drawing
- ARTS 3A Figure and Composition I
- ARTS 7A Introduction to Watercolor Painting
- ARTS 12A Oil/Acrylic Painting: Beginning I
- AUTO A1 Engine Repair
- AUTO LABA Beginning Automotive Lab
- AUTO LABB Advanced Automotive Lab
- AUTO LABC Specialized Bench Work Automotive Lab
- AUTO LABD Specialized Electronic Work Automotive Lab
- AUTO P1 Powertrains: Modifications for Performance
- AUTO SDR Specified Diagnostic and Repair
- AUTO SMOG Smog Level One and Level two
- CIS 88A Word Processing Essentials: MS Word, Google Docs, AI Tools
- CS 1 Computing Fundamentals I
- CS 7 Introduction to Computer Programming Concepts
- CS 45 Database Programming
- EMS 10 Paramedic Theory 1
- EMS 11 Paramedic Theory 2
- EMS 12 Paramedic Skills 1
- EMS 13 Paramedic Skills 2
- EMS 16 Paramedic Clinical Internship
- EMS 17 Paramedic Field Internship
- EMS 20 Emergency Medical Technician
- EMS 30 Emergency Medical Responder
- EMS 62 Basic Medical Terminology
- EMS 70 CPR for Healthcare Providers
- FREN 1A Beginning French
- FREN 1B Elementary French
- GDDM 53 Adobe Photoshop I
- GDDM 54 Adobe Illustrator I
- GDDM 64 Adobe InDesign I
- NAVI 210 Summer Camp Drone Coding and Piloting
- NENG 210 Craft of the Sentence
- NENG 215 Personalized Coaching for Academic Reading and Writing

- NESL 213 Speaking and Listening Fluency for Academic and Professional Purposes
- NESL 223 Intermediate Oral Communication
- NESL 226 Intermediate Pronunciation and Fluency
- NESL 233 Beginning Oral Communication
- NESL 236 Beginning Pronunciation and Fluency
- NFRN 201 Beginning French for Older Adults
- NFRN 202 Elementary French for Older Adults
- NMAT 200C Concurrent Support for SLAM Mathematics
- NMAT 201C Concurrent Support for BSTEM Mathematics
- NMUS 248 Piano Technology
- SPAN 1B Elementary Spanish
- THEA 10 Introduction to Dramatic Arts

Credit for Prior Learning: AJ 54 - Investigative Report Writing

Credit for Prior Learning: AJ 54 - Investigative Report Writing (Launched)

compared with

AJ 54 - Investigative Report Writing (Active - Implemented 08-15-2025)

Admin Outline for Administration of Justice 54**Investigative Report Writing**

Effective: Fall 2025

Catalog Description:**AJ 54 - Investigative Report Writing**

3.00 Units

Investigative reports with emphasis upon accuracy, detail and avoiding assumptions or stereotypes. Includes arrest reports, incident reports and miscellaneous field reports. Techniques and methods used to cover information; how to analyze and present information in a clear and concise report that reflects impartiality and respect for all parties involved.

3 Units Lecture

Recommended Course Preparation:

- ENGL C1000

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. Complete a report using field and interview notes.
- B. Explain the process of interviewing victims and witnesses to gather complete, accurate information.
- C. Identify the correct crime codes and elements of the more common offenses/incidents investigated by the police.

Course Objectives:

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

- A. Record and use investigation notes
- B. Have a foundational understanding of the basics of narrative and form police reports
- C. Describe the physical contents of an arrest, incident, and other reports and the rationale for different reporting styles
- D. Explain the requirements for effective communication and how to find and assemble information
- E. Record information accurately and legibly in a police report to present to others in the legal community for the purposes of follow-up investigation and the issuance of complaints
- F. Demonstrate how to provide effective testimony in court as a witness
- G. Write clear, concise and detailed investigative reports with a high level of grammatical accuracy
- H. Explain the process of interviewing victims and witnesses and the legal requirements for the interrogation of suspects

Course Content:

- 1. Introduction to investigative reporting
 - 1. Characteristics of good reports
 - 2. Characteristics of poor reports
- 2. Form and content of basic reports
 - 1. Field interview report
 - 2. Citations
 - 3. Arrest report – primary headings
 - 4. Incidents against persons, (domestic violence, rape, and assault with a deadly weapon)
 - 5. Incidents against property, including petty theft and burglary
 - 6. Self-initiated car stop report
 - 7. Legal intervention/use of force memo
- 3. Accuracy of reports for police and court use and for use by other Agencies
- 4. Effective oral and written communication
 - 1. Preliminary steps to information gathering
 - 2. Three-phase interview process
- 5. Methods used to discover information
- 6. Organizational tools and mechanics

1. Correct use of grammar and spelling
2. Aspects of correct reporting style, including first person, past tense, active voice,
3. Syntax and organization
7. Avoiding bias
 1. Avoid assumptions and stereotypes
 2. Reflect impartiality
 3. Respect for all parties involved

Methods of Instruction:

1. Written Exercises -
2. Lecture -
3. Discussion -
- 4.
5. Interview role playing
6. Video tapes of incidents to provoke discussion and writing

Methods of Evaluation

- A. Class Participation
 1. Giving testimony at a moot trial once
- B. Home Work
 1. Take home investigation reports 10 graded reports during the semester
- C. Quizzes
 1. Periodic spelling quizzes 2-4 during the semester

Typical Outside-of-Class Assignments

- A. Writing:
 1. Approximately 8-10 written reports of varying lengths, including, but not limited to arrest reports, domestic violence offense report, rape victim interview, and use of force reports.
 1. Each report will be more complex than the one previously.

Textbooks (Typical):

Textbook:

1. Anthony Bandiero *Bulletproof Report Writing: A Field Guide for Law Enforcement.*, Independently published , 2020.
2. Carl Lafata *Report Writing for Criminal Justice Professionals.* 1st ed., Cognella, 2024.
3. Benjamin J. Smith *Police Report Writing: The essential guide to crafting effective police reports.*, Independently published , 2024.

Manual:

1. Doris A. Calandra and Rachelle A. Newcomb . Field Guide for the California Peace Officer's Legal Sourcebook. California District Attorneys Association, 2024.

Other Learning Materials:

1. California Commission on Peace Officer Standards and Training Learning Domain 18 - Report Writing (2022 revision).

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.

Student feedback has indicated a DE mode of course delivery would be beneficial. 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:

- 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 twice 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 two discussion boards during the semester, and provide feedback to each student for each.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on all assignments.
- **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: Once a week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Participate in a minimum of two discussion boards during the semester, including a minimum of two replies to other student postings.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: A minimum of ten (10) times 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: A minimum of twice during the semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: A minimum of ten (10) times per 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 and a comprehensive final written assessment.

- **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: A minimum of two (2) times 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 POST student-created = portfolio~~ Peace ~~containing~~ Officer ~~all~~ Standards and Training: Basic Academy Certificate plus verified three years of ~~the following:~~

- ~~• Descriptions of relevant employment or roles where investigative crime reporting was a primary responsibility:~~
- ~~• Evidence of full time spent~~ Peace ~~in~~ Officer ~~roles such as law enforcement, private investigation, or legal work related to crime reporting:~~
- ~~• Certificates from law enforcement instruction, legal programs, professional associations, or specific training courses related to report writing, investigative techniques, or courtroom testimony:~~
- ~~• An explanation of the different types of reports they have authored (arrest, incident, supplemental, affidavit, etc.):~~
- ~~• A minimum of five redacted samples of crime reports, incident reports, or other investigative reports they have written~~ employment.

Credit-by-Military-JST ~~No~~ 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

CCC000345484

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

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

Credit for Prior Learning: AJ 60 - Criminal Law

Credit for Prior Learning: AJ 60 - Criminal Law (Launched)
compared with
AJ 60 - Criminal Law (Active - Implemented 08-15-2025)

**Admin Outline for Administration of Justice 60
Criminal Law
Effective: Fall 2025****Catalog Description:****AJ 60 - Criminal Law
3.00 Units**

Historical development, philosophy of law and constitutional provisions; definitions, classification of crime and their application to the system of administration of justice; frequently used Penal and other code sections; case law, methodology and concepts of law as a social force, emphasizing the importance of fairness and justice in the application and interpretation of criminal law, ensuring that legal principles are applied equitably to all individuals, regardless of their background or circumstances.

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:

Student Learning Outcomes

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

- A. Identify the elements of some common offenses as codified in the California Penal Code.
- B. Identify the origins and foundational concepts of civil and criminal law and explain how laws are developed and modified.
- C. Describe the differences between specific, general, and transferred intent crimes.

Course Objectives:

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

- A. Explain the cultural evolution of law
- B. Discuss issues pertaining to the philosophical and historical development of law
- C. Research assigned legal cases and analyze and prepare a case brief
- D. Demonstrate basic legal research skill by synthesizing the facts of a given crime, researching the appropriate codes and statutes, and reducing the crime to reportable code(s), statute(s) and subsection(s)
- E. Satisfactorily complete the six parts of the legal case brief
- F. Use basic English grammatical rules in writing legal briefs;
- G. Discuss the classification of crimes, the principle of Corpus Delicti, and the capacity to commit a crime

Course Content:

- 1. Philosophical and historical development
 - 1. General and specific sources of law
 - 2. Development of common law
 - 3. The concept of Stare Decisis
 - 4. Pre-emption
 - 5. Repeal
 - 6. Mala in Se vs. Mala prohibits crime
 - 7. Crimes without victims
 - 8. Federal constitutional provisions
 - 9. Police power
 - 10. Substantive vs. procedural law
- 2. The nature of criminal law
 - 1. Definition of crime and criminal
 - 2. Conflicts between statutes
 - 3. Distinction between crimes and torts
 - 4. Criminal and civil liability
 - 5. Judicial review
- 3. Case law
 - 1. Orientation to case citations
 - 2. Outline of the legal brief
 - 3. Use of the law library

4. Attorney general opinions
4. Classification of crimes
 1. Distinction between felonies, misdemeanors, and infractions
 2. Punishments
 3. Prior convictions
 4. Lesser and included offenses
 5. Double jeopardy
5. Corpus Delicti – Elements of crime
 1. Role of corpus delicti
 2. Act and intent – negligence
 3. Proximate cause
 4. General intent
 5. Specific intent
 6. Transferred intent
6. Capacity to commit crime
 1. Exemptions to criminal liability
 2. Diminished capacity
 3. Capital crimes
 4. Malice
 5. Motive
 6. Intoxication
 7. Parties to a crime
 8. Attempts
 9. Conspiracy
7. Overview of specific crimes
 1. Crimes against the person and property
 2. Crimes against public decency, morality and the public peace
 1. Historical development
 2. Constitutionally related issues
 3. Community standards
8. Organization and operation of the correctional system
 1. Local, state and federal systems
 2. Probation and parole
9. Research into specific case law and crimes
 1. Research methods and proper citations
 2. Preparation of a legal brief
 3. Issues involved in form, accuracy, and style

Methods of Instruction:

1. Guest Lecturers -
2. Discussion -
3. Lecture -
4. Group work in writing and critiquing briefs
5. Videotaped presentation of criminal cases for student analysis
6. Case studies of specific crimes and court decisions

Methods of Evaluation

- A. Class Participation
 1. Oral reports on legal research
- B. Exams/Tests
 1. Midterm and final exam.
- C. Quizzes
 1. Periodic chapter and unannounced quizzes
- D. One individual written brief, oral and written presentation of group research project

Typical Outside-of-Class Assignments

- A. Other:
 1. Homework assignments answering chapter study questions
 2. Research assignment of court decisions applicable to a specific crime.
 3. Construction of a legal brief from a contemporary or historical case study
 4. Group research project and report on a particular crime

Textbooks (Typical):

Textbook:

1. D. D. Hunt, D. Rutledge *California Criminal Law Concepts*. 23rd ed., Pearson Learning, 2022.
2. Norman M. Garland *Criminal Law for the Criminal Justice Professional*, McGraw Hill, 2021.
3. State of California *California Penal Code*. 2024 ed., Thomson Reuters, 2024.

Other Materials Required of Students

Equity Based Curriculum

- Catalog Description

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. 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 discussion with colleagues, the Public Safety Programs Manager, and hearing from 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:

- 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 once every four weeks.

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Participate in a minimum of one discussion board per week, and provide feedback to each student on a weekly basis.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on all assignments and assessments.
- **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: Virtual office hours will be held each week.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Once a week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Participate in a minimum of one discussion board per week, including a minimum of two replies 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: A minimum of once per week.
- **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: There will be a quiz for each completed module (16), a midterm, and a comprehensive final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: At least one "court watch" virtual field trip.

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 120 - 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~~ Yes

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

POST - Peace Officer Standards and Training - Basic Academy Certificate plus verified 3 years full time employment as a Peace Officer

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training ~~Yes~~ 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.

~~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

CCC000359431

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

Credit for Prior Learning: AJ 61 - Evidence

Credit for Prior Learning: AJ 61 - Evidence (Launched)
compared with
AJ 61 - Evidence (Active - Implemented 08-15-2025)

**Admin Outline for Administration of Justice 61
Evidence****Effective:** Fall 2025**Catalog Description:****AJ 61 - Evidence
3.00 Units**

Origin, development, philosophy and constitutional basis of evidence; constitutional and procedural considerations affecting arrest, search and seizure; kinds and degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies. Students will explore the critical role evidence plays in ensuring justice is served equitably, without bias or prejudice.

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:

Student Learning Outcomes

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

- A. Describe the proper methods of handling evidence to ensure evidence admissibility will not be annulled through the use of improper collection techniques or storage procedures.
- B. Identify the rules of evidence pursuant to the California Evidence Code and how they impact the gathering, cataloging and storage of evidence by the police.
- C. Explain the differences between Federal Rules of Evidence and the California Evidence Code, and explain the basic rules of search and seizure, the Exclusionary Rule and the "Fruits of the Poisonous Tree" doctrine.

Course Objectives:

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

- A. Explain the rules of evidence
- B. Evaluate the various kinds of evidence
- C. Explain the rules covering the admissibility of evidence in court
- D. Evaluate the various kinds of evidence available in a given case in order to determine its admissibility in court
- E. Discuss the skills needed in handling case material so that evidence admissibility will not be destroyed by improper techniques or procedures
- F. Explain how to relate legal evidence to the corpus delicti.

Course Content:

- 1. Evolution of evidence
 - 1. Nature of evidence
 - 2. Proof and burden of proof
 - 3. Reasons for rules of evidence
 - 4. The evidence code
 - 5. Application of rules of evidence
 - 6. Doctrine of judicial notice
 - 7. Presumption
- 2. Detention and arrest
 - 1. Constitutional authority
 - 2. Procedures and probable cause
 - 3. Evolution of case law
- 3. Search and seizure
 - 1. History and development – case law
 - 2. The exclusionary rule – definition
 - 3. Nature of search and seizure
 - 4. Search warrants
 - 5. Search and seizure incidental to arrest
 - 6. Consent search
 - 7. Search of houses, vehicles, and other locations
- 4. Discovery

1. Reporting and discovering procedure
2. Right of discovery
3. Role of the investigator
4. Pre-trial discovery
5. Right of discovery through preliminary hearing
6. Prosecution's right to discovery
7. Unavailability of original notes
5. Types of Evidence
 1. Real, direct, and circumstantial evidence
 2. Prejudice
 3. Similar or related acts or circumstances
6. The competency of witnesses
 1. Grounds for qualification and disqualification
 2. Analysis of statutory grounds
7. Privileged communication
 1. Basic statutes
 2. Attorney and client
 3. Husband and wife
 4. Physician or psychotherapist and patient
 5. Clergyman and confessor
 6. News media
8. Self-incrimination and testimonial compulsion
 1. Basic statutes – evidence code
 2. Nature and scope of privilege
 3. Distinction between defendant and witness privilege
 4. Granting immunity
 5. Scope of compulsion to testify
 6. Non-testimonial compulsion
 7. Reasonable body examination and brutal body examination
9. The opinion rule
 1. Basic statutes – evidence code
 2. Impeachment
 3. Corroboration
 4. Refreshing recollection of memory
 5. Past recollection recorded
10. Hearsay
 1. Definition
 2. Dying declaration
 3. Spontaneous or contemporaneous statements
 4. Statements against interest
 5. Mental state
 6. Business and official records
 7. Family history
11. Confessions and admissions
 1. Basic statutes – evidence code

2. Statement of constitutional rights
 3. Miranda warning
 4. Case law affecting interviewing
12. Documentary evidence
 1. Basic statutes – evidence code
 2. Best evidence rule
 3. Recordings and official writings
13. Photographic evidence
 1. Photographs as evidence
 2. First rule of admissibility – relevancy
 3. Second rule of admissibility – accurate representation
 4. Identification of a photograph
 5. Posed, gruesome, or nude photographs
 6. Motion pictures as evidence
14. Introducing evidence at trial
 1. Proper handling of evidence and maintaining chain of evidence
 2. Connecting evidence with issues of trial
 3. Defense tactics to discredit evidence

Methods of Instruction:

1. Lecture -
2. Discussion -
3. Guest Lecturers -
4. Presentation of case studies
5. Transparencies, slides, films, and videotape

Methods of Evaluation

- A. Class Participation
 1. Small group exercises periodic through the semester
- B. Exams/Tests
 1. Midterm and Final Exam
- C. Quizzes
 1. Chapter quizzes at instructor's discretion
- D. Research Projects
 1. Case studies on court decisions on evidence at instructor's discretion
- E. Brief written reports and critiques of problems and cases presented in class - Minimum of two.

Typical Outside-of-Class Assignments

- A. Writing:
 1. Homework assignments answering chapter study questions
 2. Brief written assignment discussing problems in maintaining a secure chain of evidence
 3. Brief written critique of case study presented in class
 4. Reviewing a mock crime scene and completing an investigative report

Textbooks (Typical):

Textbook:

1. Norman Garland *Criminal Evidence*. 9th ed., McGraw Hill, 2024.
2. Thomson West *California Evidence Code*. 2021 ed., Thomson Reuters, 2021.
3. Derek Regensburger *Criminal Evidence: From Crime Scene to Courtroom*. Third Edition ed., Aspen, 2022.

Other Materials Required of Students

Equity Based Curriculum

- Catalog Description

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.

In discussing with the Public Safety Programs Manager, we 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.

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 once every four weeks.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Participate in a minimum of three discussion boards during the semester, and provide feedback to each student for each.
- **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 on all assignments and assessments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of one announcement each month.
- **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.
- **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 three discussion boards during the semester, including a minimum of three replies 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: A minimum of three discussion boards during the semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: One Term Paper each semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: A minimum of fifteen (15) quizzes, a mid-term exam and a comprehensive final exam.

- **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.
- **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

C-ID: AJ 124 - 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~~ Yes

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

POST - Peace Officer Standards and Training - Basic Academy Certificate plus verified 3 years full time employment as a Peace Officer

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training ~~Yes~~ 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.

~~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

CCC000349435

CB03: TOP Code

210500 - Administration of Justice

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

Credit for Prior Learning: AJ 63 - Criminal Investigation

Credit for Prior Learning: AJ 63 - Criminal Investigation (Launched)

compared with

AJ 63 - Criminal Investigation (Active - Implemented 10-01-2024)

**Admin Outline for Administration of Justice 63
Criminal Investigation**

Effective: Fall 2024

Catalog Description:**AJ 63 - Criminal Investigation
3.00 Units**

This course addresses the techniques, procedures, and ethical issues in the investigation of crime, including organization of the investigative process, crime scene searches, interviewing and interrogating, surveillance, source of information, utility of evidence, scientific analysis of evidence and the role of the investigator in the trial process.

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:

Student Learning Outcomes

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

- A. Conduct a preliminary criminal investigation.
- B. Conduct a preliminary interview/interrogation.
- C. Explain the role of forensic examination in the criminal investigative process.
- D. Perform a basic crime scene search and identify applicable investigative resources.

Course Objectives:

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

- A. Identify and explain the role of documentation in the criminal investigative process
- B. Recognize, identify and explain the implications of a given piece of evidence in a criminal process
- C. Identify critical ethical issues relating to criminal investigation
- D. Describe successive evolutionary stages of the criminal investigative process
- E. Identify procedures for first responders to crime scenes
- F. Describe the duties related to the basic functions of crime scene management (management control, evidence search and processing, general area investigation)
- G. Identify role of forensic examination in a criminal investigative process
- H. Compare and contrast the legalities and strategies of interview and interrogation
 - I. Identify key information sources and data systems available to investigators
- J. Explain the role of the investigator in the judicial process

Course Content:

- 1. Crime scene management
- 2. Utility of evidence
- 3. Documentation of evidence
- 4. Follow-up investigation
- 5. Interviewing (witness identification)
- 6. Interrogating techniques
- 7. Physical evidence
- 8. Laboratories
- 9. Ethical challenges
- 10. Surveillance
- 11. Source of information
- 12. Trial process

Methods of Instruction:

- 1. Research
- 2. Discussion
- 3. Demonstration
- 4. Lecture
- 5. Case Analysis

Methods of Evaluation

- A. Exams/Tests
 - 1. Midterm and final examinations
- B. Field Trips
 - 1. One each semester
- C. Papers
 - 1. One term paper per semester
- D. Quizzes
 - 1. At least 3 per semester

Typical Outside-of-Class Assignments

- A. Other:
 - 1. Homework assignment in answering questions in assigned chapters
 - 2. Complete a crime scene report from a videotaped example.
 - 3. Role play a witness interview.
 - 4. Prepare a case for prosecution, including the crime scene investigation, interview and interrogation reports, and scientific analysis of relevant evidence.

Textbooks (Typical):

Textbook:

- 1. Michael D. Lyman *Criminal Investigations: The Art and the Science*. 9th ed., Prentice-Hall, 2018.
- 2. Karen M. Hess, Christine Hess Orthmann, Henry Lim Cho *Criminal Investigation*. 12th ed., Cengage, 2022.
- 3. Charles Swanson, Neil Chamelin, Leonard Terito, Robert W Taylor *Criminal Investigation*. 13th ed., McGraw Hill, 2022.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Typical Texts

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.

In discussing with the Public Safety Programs Manager, we 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.

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:

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- 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.
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- Exploratory links.
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Frequency: Weekly.

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Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: A minimum of three discussion boards during the semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: One Term Paper each semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: A minimum of fifteen (15) quizzes, a mid-term exam and a comprehensive final exam.
- **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.
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: One per semester.
- **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

C-ID: AJ 140 - 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~~ Yes

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

~~Credit-by-Military-JST~~ POST No

~~Credit-by-Industry-Recognized-Training-~~ Yes

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

~~California Commission on~~ Peace Officer Standards and Training (POST) Basic Academy Certificate :

~~No~~ plus recency verified requirement.

~~Courses~~ 3 ~~(including years this full-time one)~~ employment ~~for which~~ as a ~~student~~ Peace Officer Credit-by-Military-JST earn Yes

~~Credit-by-Industry-Recognized-Training~~ ~~credit-AJ50~~ 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. ~~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

CCC000366307

CB03: TOP Code

210500 - Administration of Justice

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: AJ 64 - Police Patrol Operations

Credit for Prior Learning: AJ 64 - Police Patrol Operations (Launched)

compared with

AJ 64 - Police Patrol Operations (Active - Implemented 08-15-2025)

Admin Outline for Administration of Justice 64**Police Patrol Operations**

Effective: Fall 2025

Catalog Description:**AJ 64 - Police Patrol Operations****3.00 Units**

Theory and application of police patrol operations. Topics include typical organizational structures and procedures, patrol techniques and equipment, community relations, procedural justice, de-escalation, intergroup relations. Legal and practical aspects of modern police patrol. Includes participation in simulation exercises and group activities.

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:

Student Learning Outcomes

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

- A. Describe common operational structures, policies and field procedures found in American police agencies.
- B. Describe the impacts of police demeanor and tactics on community perceptions of police legitimacy.
- C. Discuss techniques for applying human relations strategies to the tasks and procedures of police patrol operations.
- D. Identify the different methods of police patrol, their strengths, limitations and the purpose of each method of patrol.

Course Objectives:

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

- A. Identify central issues and strategies used in patrol activities
- B. Describe patrol officer responsibilities when preparing for patrol
- C. Explain the legal aspects of patrol procedures
- D. Describe the impact that ethics, emotions and bias have on discretionary decision making
- E. Identify and demonstrate techniques for applying human relations strategies to the tasks and procedures of patrol operations
- F. Identify common errors that may impact an officer's safety

Course Content:

1. Planning for patrol operations
 1. Applicable legal status
 2. Purpose and types of patrols
 3. Mechanics of patrol, including law enforcement communications systems
2. Patrol tactics
 1. Conceptual approaches for traffic services
 2. Analysis of special traffic problems
 3. Responding to emergency calls
 4. Handling calls and requests for service
 5. Field policies, procedures and mechanics of arrest
 6. Field interview and interrogation
 7. Field note taking
 8. Photographing and sketching a crime scene
 9. Arrest procedures
3. Community relations
 1. Psychological aspects
 2. Effective communication techniques
4. Civil disturbances
 1. Types
 2. Tactics
 3. Techniques of control
 4. Courtroom demeanor and testifying

Methods of Instruction:

1. Lecture - Lecture students on how to approach law enforcement duties with cultural sensitivity and awareness, ensuring that policing practices are fair and just for all
2. Discussion - Inclusive discussions will emphasize the importance of equity in police-community relations.
3. Audio-visual Activity -
4. Simulations -
5. Guest Lecturers -
6. Demonstration -

Methods of Evaluation

- A. Exams/Tests
 1. One comprehensive final exam
- B. Oral Presentation
 1. Once per semester
- C. Quizzes
 1. A minimum of 3 per semester
- D. Simulation
 1. At least twice per semester

Typical Outside-of-Class Assignments

A. Reading:

1. Read case studies that highlight how systemic biases can affect patrol operations, and learn strategies to mitigate these biases when making decisions in the field.

B. Writing:

1. Answer selected questions at the end of chapter readings
2. Complete a set of field notes in response to a simulated patrol response
3. Write a brief analysis of a current issue or controversy in policing that is related to police patrol operations
4. Make an oral presentation of a current issue or controversy in policing that is related to police patrol operations

Textbooks (Typical):

Textbook:

1. Robert J. Kane *Policing Beyond Coercion: A New Idea for a Twenty-First Century Mandate*. 1st ed., Aspen, 2022.
2. Roger G. Dunham, Geoffrey P. Alpert, Kyle D. McLean *Critical Issues in Policing - Contemporary Readings*. 8th ed., Waveland Press, Inc, 2021.
3. Michael Birzer, Cliff Roberson *Police Field Operations - Theory Meets Practice*. 3rd ed., Pearson Education, Inc., 2020.

Manual:

1. Fountain, Jim. Twenty-First-Century Patrol Officers Tactical Field Manual: Skills, Tactics, and Techniques. Independently published, 2020.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Assignments

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 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

CCC000356236

CB03: TOP Code

210500 - Administration of Justice

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

Credit for Prior Learning: AJ 66 - Juvenile Procedures

Credit for Prior Learning: AJ 66 - Juvenile Procedures (Launched)

compared with

AJ 66 - Juvenile Procedures (Active - Implemented 10-01-2024)

**Admin Outline for Administration of Justice 66
Juvenile Procedures**

Effective: Fall 2025

Catalog Description:**AJ 66 - Juvenile Procedures
3.00 Units**

This course is an examination of the origin, development, and organization of the juvenile justice system as it evolved in the U.S. justice system. The course explores the theories that focus on juvenile law, courts and processes, and the constitutional protections extended to juveniles in the U.S. justice system.

3 Units Lecture

Enrollment Limitation:

- Eligibility for college-level composition as determined by college assessment or other appropriate method.

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. Explain the causes and effects of juvenile delinquency and crime.
- B. Explain the historical evolution of the juvenile justice system and its processes.
- C. Identify and discuss the differences between juvenile law and adult law.
- D. Identify status offenses.

Course Objectives:

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

- A. Critically analyze and describe the juvenile justice system and its context in the criminal justice system.
- B. Apply California laws pertaining to juvenile delinquency and dependency to case studies.
- C. Critically distinguish between delinquency, status offenses, and dependency.
- D. Critically analyze the distinctions between the adult and juvenile justice systems.
- E. Critically evaluate Constitutional protections extended to juveniles through judicial decisions.
- F. Critically appraise the Juvenile Court Dispositions.

Course Content:

- 1. History of the Juvenile Justice System
- 2. Measuring Juvenile Delinquency – UCR and /or victimization surveys
- 3. Theories of Juvenile Crime Causation and Delinquency
- 4. California Laws relating to Juvenile Delinquency and Dependency
- 5. Constitutional protections afforded to Juveniles through Judicial decisions.
- 6. Juvenile Court Procedures vs Adult Court Procedures
- 7. Juvenile Court Dispositions

Methods of Instruction:

- 1. Lecture
- 2. Discussion
- 3. Guest Lecturers
- 4. Audio-visual Activity

Methods of Evaluation

- A. Class Participation
 - 1. Small group exercises
- B. Exams/Tests
 - 1. Midterm and Final Exams
- C. Papers
 - 1. Semester research project

D. Quizzes

1. At least 3 quizzes each semester

Typical Outside-of-Class Assignments

A. Other:

1. Answer study questions at the end of assigned chapters
2. Submit a research paper on a contemporary issue in juvenile procedures such as under what circumstances juveniles should be tried as adults
3. Prepare questions for and participate in a discussion with a guest lecturer
4. Complete an analysis of a current event or issue pertaining to juvenile justice

Textbooks (Typical):

Textbook:

1. Kristin A Bates, Richelle S Swan *Juvenile Delinquency in a Diverse Society*. 4th ed., Sage, 2023.
2. John T. Whitehead, Steven P. Lab *Juvenile Justice An Introduction*. 10th ed., Routledge, 2022.
3. Peter C Kratcoski, Lucille D Kratcoski, Peter Christopher Kratcoski *Juvenile Delinquency Theory, Research, and the Juvenile Justice Process*. 6th ed., Pearson Education, Inc., 2020.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements

Eligibility for college-level composition as determined by college assessment or other appropriate method.

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. 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:

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- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
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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: 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 one discussion board per week, 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: A minimum of once per week.
- **Written papers:** *Papers will be written on various topics.*
Frequency: One per 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, 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.
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: A minimum of once per semester.

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 220 - 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 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

CCC000566974

CB03: TOP Code

210500 - Administration of Justice

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

Credit for Prior Learning: AJ 68 - Police Ethics and Leadership

Credit for Prior Learning: AJ 68 - Police Ethics and Leadership (Launched)

compared with

AJ 68 - Police Ethics and Leadership (Active - Implemented 10-01-2024)

Admin Outline for Administration of Justice 68**Police Ethics and Leadership**

Effective: Fall 2023

Catalog Description:**AJ 68 - Police Ethics and Leadership****3.00 Units**

This course will explore the ethical, legal and moral complexities of law enforcement in a democracy. From the initial application process and background investigation of a potential law enforcement recruit, to the working law enforcement officer, the course will examine society's need for organizational integrity and leadership in law enforcement agencies and the personal commitment to ethical behavior and individual leadership by law enforcement officers, both on the job and in their private 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

Discipline:

Administration of Justice.

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. Describe effective responses when witnessing unethical behavior.
- B. Discuss the importance of ethical conduct by law enforcement personnel and its impact on public perception of police authority and legitimacy.
- C. Working understanding of and explain the purpose and benefits of good leadership and the importance of sound ethical decision making in a law enforcement agency and by the individual officer.
- D. Identify ethical and unethical behavior by police personnel, both on-duty and off-duty.

Course Objectives:

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

- A. Explain the ethical, legal, and moral complexities of present day law enforcement
- B. Recognize the behaviors that disqualify applicants from law enforcement careers
- C. Describe the evolving relationship between American society and its police
- D. Explain the potential for controversy in a community when faced with suspected unethical behavior by law enforcement
- E. Identify key theoretical approaches to ethical leadership as applied to law enforcement
- F. Recognize the relationship between unethical behavior by law enforcement officers and the loss of community trust
- G. Explain the importance of moral and ethical decision making when enforcing laws and processing offenders
- H. Describe how increased ethical awareness can foster behaviors that impact personal success and organizational integrity
- I. Describe the underlying paradigms of law and differences between legal and moral culpability

Course Content:

- 1. Introduction
- 2. Definition of Ethics
 - 1. What are ethics?
 - 2. Leadership standards in law enforcement
 - 3. Are ethical standards different for police officers than for citizens?
 - 4. Why are law enforcement ethics important for the agency, the officer and the community?
- 3. Teaching Ethics in the Academy
 - 1. Law Enforcement Code of Ethics
 - 2. Professional Standards
 - 3. Code of Conduct
 - 4. Oath of Office
- 4. Application of Ethics
 - 1. The review of applicants for police positions; their demonstrated behavior compared to their real behavior
 - 2. Enforcing laws in the community

3. Ethical behavior on patrol
 4. Ethical behavior as an investigator
 5. Personal behavior as it relates to an officer's position
 6. The cost of unethical behavior to the individual officer
 7. The cost of unethical behavior to the community
 8. The difference between "Noble Cause" corruption and corruption for personal gain
 9. Describe various rationalizations used to support unethical behaviors, personal and professional
 10. The impact of case decisions such as Brady v. Maryland on police behavior
5. Leadership in Law Enforcement
 1. Definition of leadership
 2. Definition of management
 3. Ethical leadership
 4. Making ethical decisions
 5. Moral vs. legal decisions
 6. Motivating subordinates
 7. Discipline, morale and their effect on officers and the agency
 8. How officer morale affects the community-at-large

Methods of Instruction:

1. Lecture
2. Discussion
3. Guest Lecturers
4. Audio-visual Activity
5. Group discussions
6. Case studies

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Work
 1. Weekly
- C. Exams/Tests
 1. At least twice each semester
- D. Home Work
 1. At least twice each semester
- E. Papers
 1. At least twice each semester
- F. Quizzes
 1. At least twice each semester

Typical Outside-of-Class Assignments

- A. Other:
 1. Homework assignment answering questions in assigned chapters.

2. Review audio-visual assignments, provide an analysis of the video content by comparing to in-class topics.
3. Write a paper covering topical areas from a lesson or readings.
4. Case study of historical events in law enforcement.
5. Follow a current event in the media in preparation for class discussion.
6. As a part of in-class lecture, discussion, and group activities, recognize ethical dilemmas and interactions in daily life and analyze student responses.

Textbooks (Typical):

Textbook:

1. Edwin J. Delattre *Character and Cops: Ethics in Policing*. 6th ed., The AEI Press, 2011.
2. Jones, B & Mendieta, E. (Eds.) *The Ethics of Policing: New Perspectives on Law Enforcement*. 1st ed., NYU Press, 2021.
3. Michael C. Braswell, Belinda R. McCarthy, Bernard J. McCarthy *Justice, Crime, and Ethics*. 9 ed., Routledge, 2017.
4. John C. Crank, Michael A. Caldero *Police Ethics The Corruption of the Noble Cause*. 4 ed., Routledge, 2018.

Other Materials Required of Students

1. Internet access.

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.

The course is part of the major core for the A.A. degree, however it is only offered once per academic year and students have reported difficulty enrolling in an on-campus course. Moreover, an equivalent course at another community college does not appear to exist in this region. A DE offering would help prevent students in the program from prolonging their academic career due limited availability of a core course.

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.

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: 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 three discussion boards during the semester, and provide feedback to each student for each.
- **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: 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 three discussion boards during the semester, including a minimum of three replies to other student postings.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: A minimum of one group work session biweekly.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: A minimum of three discussion boards during 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: A minimum of one group work session biweekly.
- **Written papers:** *Papers will be written on various topics.*
Frequency: At least one written assignment or paper per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: A minimum of three (3) quizzes and a comprehensive final exam.

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

~~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

CCC000516085

CB03: TOP Code

210500 - Administration of Justice

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

Credit for Prior Learning: AJ 85 - Introduction to Forensics

Credit for Prior Learning: AJ 85 - Introduction to Forensics (Launched)
compared with
AJ 85 - Introduction to Forensics (Active - Implemented 08-21-2024)

**Admin Outline for Administration of Justice 85
Introduction to Forensics
Effective: Fall 2024****Catalog Description:****AJ 85 - Introduction to Forensics
3.00 Units**

This course provides an introduction to the role of forensics in criminal investigations. It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, questioned documents and controlled substances.

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:

Student Learning Outcomes

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

- A. Identify and explain the role of forensic specialists in the criminal justice system.
- B. Differentiate between crime scene process versus crime scene analysis.
- C. Explain the procedures for the collection and preservation of DNA evidence to prevent contamination.

Course Objectives:

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

- A. Identify and explain the role of forensic specialists in the criminal justice system.
- B. Identify the various types of crime scenes and differentiate between crime scene process versus crime scene analysis.
- C. Identify and differentiate the types of pattern evidence and explain their respective importance in crime scene reconstruction.
- D. Identify and explain personal identification patterns that identify a person.
- E. Identify and explain the processes for analyzing questioned documents.
- F. Identify and explain the processes for analyzing tool mark and firearm evidence.
- G. Identify the three methods of DNA typing.
- H. Explain the procedures for the collection and preserving DNA evidence to prevent contamination.
 - I. Identify and differentiate the chemical and material evidence in arson and explosives crime scenes.
 - J. Identify and differentiate depressant, stimulant, hallucinogen, and narcotic substances and explain the methods of analyzing each type of substance in a forensic laboratory.

Course Content:

- 1. Role of forensic science within the criminal justice system
 - 1. The history of forensic science
 - 2. Applying science and the scientific method to legal investigations
 - 3. Ethics and responsibilities
- 2. Crime scene analysis versus crime scene processing
 - 1. Crime scene processing
 - 2. Legal considerations
- 3. Analysis of pattern evidence in investigations
 - 1. Types of pattern evidence
 - 2. Methods of collection and documentation
- 4. Principles of fingerprint identification
 - 1. History of the use of fingerprints in identification
 - 2. Fingerprint characteristics
 - 3. Automated biometric identification
- 5. Analysis of document evidence
 - 1. Types of questioned material
 - 2. Known specimens and exemplars
 - 3. Handwritten documents
 - 4. Typewritten and machine-printed documents
- 6. Firearms and tool mark analysis

1. Class vs. individual characteristics
2. Types of firearms
3. Bullet and cartridge comparisons
4. Firing distance
5. Tool mark investigation
6. Casting and comparison
7. Collection, preservation and analysis of DNA evidence
 1. What is DNA
 2. DNA profiling
 3. Short tandem repeats (STRs)
 4. Sequencing
8. Arson and explosives evidence
 1. Forensic investigation of fire
 2. Chemistry of fire
 3. Collection and preservation of arson evidence
 4. Flammable residues
 5. Explosions and explosives
9. Types of controlled substances evidence
 1. Solids and liquids
 2. Toxicological samples
 3. Paraphernalia

Methods of Instruction:

1. Lecture
2. Classroom Activity
3. Guest Lecturers
4. Simulations
5. Audio-visual Activity
6. Observation

Methods of Evaluation

- A. Exams/Tests
 1. A comprehensive final examination
- B. Group Projects
 1. One per semester
- C. Quizzes
 1. At least 3 during the course
- D. Simulation
 1. One per semester

Typical Outside-of-Class Assignments

- A. Other:
 - A. Write up a 3 page paper on the role of forensic specialists in the Criminal Justice System.

- B. Prepare a brief class presentation outlining the elements of DNA testing.

Textbooks (Typical):

Textbook:

1. Howard A Harris, Henry C Lee *Introduction to Forensic Science and Criminalistics*. 2nd ed., Routledge, 2019.
2. Kathy Mirakovits, Jay A Siegel *Forensic Science: The Basics*. 4th ed., Routledge, 2021.
3. Richard Saferstein *Criminalistics: An Introduction to Forensic Science*. 13th ed., Pearson, 2021.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

C-ID: AJ 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 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

CCC000642369

CB03: TOP Code

210540 - Forensics, Evidence and Investigation

CIP Code

43.0406 - Forensic Science and Technology

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

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

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

Credit for Prior Learning: ARTS 2A - Introduction to Drawing

Credit for Prior Learning: ARTS 2A - Introduction to Drawing (Launched)

compared with

ARTS 2A - Introduction to Drawing (Active - Implemented 08-15-2026)

**Admin Outline for Art 2A
Introduction to Drawing
Effective: Fall 2026**

Catalog Description:

**ARTS 2A - Introduction to Drawing
3.00 Units**

Introduction to principles, elements, and practices of drawing, employing a wide range of subject matter and drawing media. Focus on perceptually based drawing, observational skills, technical abilities, and creative responses to materials and subject matter.

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:

Art.

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 ability to recognize and recreate, on a picture plane, observed values and proportions.
- B. Compose drawings with the elements and principles of visual art and design.
- C. Implement materials common to the drawing process.

Course Objectives:

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

- A. Accurately render three-dimensional objects on a two-dimensional surface from observation
- B. Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
- C. Utilize a variety of lines and mark-making in drawing
- D. Organize spaces and objects within a drawing according to basic principles of design and composition
- E. Utilize and apply a wide range of drawing materials and techniques
- F. Accurately describe forms and space through gradations of value
- G. Develop expressive content through manipulation of line, form, value, and composition
- H. Evaluate and critique class projects using relevant terminology in oral or written formats
 - I. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing

Course Content:

Lecture:

- 1. Observation skills and proportional measurement
- 2. Basic principles of spatial illusion including linear, atmospheric, and other perspective systems
- 3. Use of variety of line and mark making approaches in drawing
- 4. Development and application of composition (design and organization) in drawing
- 5. Use of value and planes to describe forms and space
- 6. Introduction to and use of a variety of drawing materials and techniques
- 7. Development of expressive content through manipulation of line, form, value, and composition
- 8. Critical evaluation and critique of class projects using relevant terminology in oral or written formats
- 9. Historical and contemporary developments, critical trends, materials, and approaches in drawing

Lab Activities:

- 1. Drawing from observation
- 2. Application of perspective concepts
- 3. Assignments and exercises related to line, value, form, composition, perspective, and the use and application of materials
- 4. Critique and evaluation of drawing assignments and exercises

Methods of Instruction:

- 1. Lecture - Professor will lecture as part of the course.
- 2. Demonstration - Professor will demonstrate the use of drawing materials. The professor will also demonstrate drawing and drawing strategies.

3. Projects - Students will create drawing projects throughout the semester.
4. Audio-visual Activity - Slides, PowerPoint and videos
5. Critique - Professors and students will critique student work.
6. Classroom Activity - Students will engage in drawing.

Methods of Evaluation

- A. Class Participation
 1. Every class students attend, participation is mandatory.
- B. Home Work
 1. 6 or more homework assignments.
- C. Lab Activities
 1. Every class students attend, drawing will happen.
- D. Projects
 1. 6 or more drawings.

Typical Outside-of-Class Assignments

- A. Laboratory:
 1. Draw from observation using the French Academy style of working from the outside, to the inside, of the form.
 2. Analyze form using basic volumes, and apply those volumes to your drawings.
 3. Critique and evaluation of drawing assignments and exercises.
 4. Students are encouraged to create drawings that are relevant to their lives and interests.
- B. Project:
 1. Use the grid method to examine an image analytically; the study of shapes, values, and edges will allow for accuracy in drawing.
 2. Study 2 point perspective by applying classical perspective techniques to the architecture around campus.

Textbooks (Typical):

Textbook:

1. Sandrine Pelissier *A Creative Exploration of Drawing: Your Drawing Style Is as Unique as Handwriting-Let's Find It!*, Library Tales Publishing, 2025.
2. Barrington Barber *The Complete Fundamentals of Drawing.*, Arcturus Publishing Limited, 2025.
3. Victoria Vebell *Exploring the Basics of Drawing*. 2nd ed., Cengage Learning, 2015.
4. Deborah Rockman *Drawing Essentials: A Complete Guide to Drawing* . 4th ed., Oxford University Press, 2020.
5. Al Gury *Foundations of Drawing: A Practical Guide to Art History, Tools, Techniques, and Styles*. 1 ed., Watson-Guptill, 2017.

Other Materials Required of Students

1. Lists will include materials such as graphite pencils, charcoal, erasers, and drawing paper. .

Equity Based Curriculum

- Course Content
- Assignments

Requisite Validation

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.

In discussing with my fellow colleagues, we 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.

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, and hearing from 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: At least 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 will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: 9 times per semester.

Student-Student Interaction

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Once a semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Once a semester.

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 8 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: At least 6 times per 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: ARTS 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 Yes

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

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

CCC000521401

CB03: TOP Code

100210 - Painting and Drawing

CIP Code

50.0705 - Drawing

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: ARTS 3A - Figure and Composition I

Credit for Prior Learning: ARTS 3A - Figure and Composition I (Launched)

compared with

ARTS 3A - Figure and Composition I (Active - Implemented 08-15-2026)

**Admin Outline for Art 3A
Figure and Composition I
Effective: Fall 2026****Catalog Description:****ARTS 3A - Figure and Composition I
3.00 Units**

Introduction to drawing the human figure from observation using a wide variety of drawing media and techniques. Topics include an introduction to human anatomy and the historical and contemporary roles of figure drawing in the visual arts. Students in this course will learn both descriptive and interpretive approaches to drawing the figure.

1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation:

- ARTS 2A

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:

Art.

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. Comprehend artistic anatomy of the human figure.
- B. Create a series of investigative drawings with different expressive strategies for the figure.
- C. Demonstrate the ability to analyze the human form, and represent that form on a 2-D surface.

Course Objectives:

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

- A. Create observational drawings from the live figure model in a wide range of drawing media that demonstrate successful development, application, and understanding of:
 - 1. Proportion, sighting, measurement, and foreshortening,
 - 2. Gesture drawing and massing of form,
 - 3. Uses of line and value in describing the human figure,
 - 4. Application of the concept of volume and space to the human figure,
 - 5. Structural and planar analysis of the figure,
 - 6. Development of composition using the human figure;
 - 7. Anatomy and structure of the human body,
- B. Develop expressive content through manipulation of line, form, value, composition posture, and anatomical proportions;
- C. Evaluate and critique class projects using relevant terminology in oral or written formats;
- D. Examine and describe the major historical, contemporary, and critical trends in figure drawing.

Course Content:

Lecture:

- 1. Observational drawing from the live figure model using various media.
- 2. Anatomy and structure of the human body.
- 3. Proportion, measurement, sighting, and foreshortening.
- 4. Gesture drawing and massing of form.
- 5. Use of line and value in describing the human figure.
- 6. Application of the concepts of volume and space of drawing the human figure.
- 7. Structural and planar analysis of the figure.
- 8. Development of composition using the human figure.
- 9. Expressive content developed through manipulation of line, form, value, composition, pose, and anatomical proportions.
- 10. Introduction to and use of a variety of drawing materials and techniques appropriate for drawing the human figure.
- 11. Critical evaluation and critique of class projects relevant terminology in oral or written formats.
- 12. Study and analysis of the major historical, contemporary, and critical trends in figure drawing.

Lab Activities:

1. Students will create drawings based on the observation of the figure model.
2. Observational drawing from the live figure model using various media.
3. Gesture drawing and massing of form.
4. Use of line and value in describing the human figure.
5. Application of the concepts of volume and space of drawing the human figure.
6. Structural and planar analysis of the figure.
7. Development of composition using the human figure.
8. Introduction to and use of a variety of drawing materials and techniques appropriate for drawing the human figure.

Methods of Instruction:

1. Demonstration - Concepts and materials will be demonstrated by the professor.
2. Lecture - The professor will provide information about anatomy, proportion, and various other topics related to figure drawing.
3. Critique - Professor will give feedback on student drawings during lab time and homework.
4. Audio-visual Activity - Slides, PowerPoint and videos
5. Critique - Individual and group critiques of course materials
6. Classroom Activity - Observational drawing from a diverse group of live figure models. This diversity includes race, gender, sex, and body type.
7. Viewing examples of student and professional work

Methods of Evaluation

- A. Class Participation
 1. With the exception of the first day and the day of the final, students draw the figure during class.
- B. Home Work
 1. At least 9 times per semester, students will create drawings, outside of class.
- C. Lab Activities
 1. With the exception of the first day and the day of the final, students draw the figure during class.
- D. Quizzes
 1. At least one per semester.

Typical Outside-of-Class Assignments

- A. Project:
 1. After reviewing the "bony landmarks," create a volumetric drawing integrating the bony landmarks into the volumes. Describe the head, rib cage, feet, hands, and pelvis as cube shapes. Describe the arms and legs as cylinders.
 2. Before the models begin, set up your paper to study the human form as being seven and half "heads" tall. Seven horizontal lines, one inch apart will be drawn. One horizontal line which is a half inch below the others will complete the chart. Use this structure to complete figure drawings, allowing the lines to dictate proper proportion.
- B. Other:
 1. Quizzes
 1. Prepare for quizzes regarding the major parts of the skull.

2. Prepare for quizzes regarding the major bones.
3. Prepare for quizzes regarding the muscles of the legs and arms.
4. Prepare for quizzes regarding the muscles of the torso.

Textbooks (Typical):

Textbook:

1. Roberto Osti *Drawing the Body: Reading the Human Form in Art.*, Monacelli Studio, 2024.
2. Michael Hampton *Gesture Drawing: Dynamic Movement and Form.*, Rocky Nook, 2025.
3. Roberto Osti *Basic Human Anatomy: An Essential Visual Guide for Artists.* 1st ed., Monacelli Studio, 2016.
4. Steve Huston *Figure Drawing for Artists: Making Every Mark Count.* 1 ed., Rockport Publishers, 2016.
5. George Bridgman *Bridgman's Complete Guide to Drawing from Life.* 1 ed., Sterling, 2017.

Other Materials Required of Students

1. Required list of drawing supplies to complete all of the assigned studies.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

DE Proposal

Delivery Methods

- **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.

Figure drawing is best done with students in a class with live models, working from a computer's screen is a vastly diminished version of that experience. During the Covid lockdown, we offered this class online. If another emergency happens, we should be prepared to do the same.

Rationale for DE

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

In discussing with my fellow colleagues, we 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.

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, and hearing from 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:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: This will be available every class.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 2-4 quizzes per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 9 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: At least 6 times per semester.
- **Other:**
Frequency: Homework 5 times per 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: ARTS 200 - 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.

20 images related to figure and composition

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

CCC000521860

CB03: TOP Code

100210 - Painting and Drawing

CIP Code

50.0705 - Drawing

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: ARTS 7A - Introduction to Watercolor Painting

Credit for Prior Learning: ARTS 7A - Introduction to Watercolor Painting (Launched)
compared with
ARTS 7A - Introduction to Watercolor Painting (Active - Implemented 08-15-2026)

**Admin Outline for Art 7A
Introduction to Watercolor Painting
Effective: Fall 2026****Catalog Description:****ARTS 7A - Introduction to Watercolor Painting
3.00 Units**

Introduction to principles, elements, and practices of watercolor painting. Focus on exploration of painting materials, perceptual skills and color theory, paint mixing and technique, as well as creative responses to materials and subject matter.

1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation:

- ARTS 2A

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:

Art.

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 a knowledge and awareness of color theory and a variety of application techniques.
- B. Demonstrate an aesthetic awareness of value and its uses in creating light and space on a 2 dimensional plane.
- C. Demonstrate proficiency in the basic techniques of watercolor painting: flat wash, glazing, wet-in-wet.
- D. Demonstrate the use of materials and equipment of the craft of painting in watercolor.
- E. Produce watercolor paintings using basic techniques.

Course Objectives:

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

- A. Demonstrate the handling of watercolor painting media
- B. Demonstrate specific techniques and concepts relative to watercolor painting
- C. Explain the use of various water media on a variety of traditional and non-traditional surfaces
- D. Produce finished paintings demonstrating a variety of technical skills and utilizing a number of art concepts appropriate to the beginning level
- E. Express a critical view of their own work and the work of others
- F. Develop expressive content through manipulation of mark, color, value and composition
- G. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting
- H. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology
- I. Safely handle and use studio painting materials and equipment

Course Content:

Lecture:

- 1. Exploration of physical properties of watercolor painting materials.
- 2. Organization and application of the basic formal elements and principles of design as they relate to water color painting
- 3. Observationally and theoretically based investigation of color theory, as it relates to painting practice
- 4. Construction and preparation of painting surfaces and supports
- 5. Use and application of materials and tools of water color painting
- 6. Development of expressive content through manipulation of mark, color, value, and composition
- 7. Historical and contemporary developments, critical trends, materials, and approaches in water color painting, including representational, expressive, abstract, or non-objective approaches
- 8. Critical evaluation and critique of class projects using relevant terminology in oral or written formats
- 9. Studio, equipment, and material use and safety

Lab Activities:

- 1. Exploration of physical properties of watercolor painting materials.

2. Organization and application of the basic formal elements and principles of design as they relate to water color painting.
3. Construction and preparation of painting surfaces and supports.
4. Use and application of materials and tools of water color painting.
5. Development of expressive content through manipulation of mark, color, value, and composition

Methods of Instruction:

1. Lecture - Lectures will be implemented to describe watercolor techniques.
2. Demonstration - Watercolor techniques will be demonstrated in class.
3. Critique - Constructive classroom critiques in a supportive environment that reinforce skills and concepts
4. Audio-visual Activity - Slides, videos, books, and periodicals will be used to illustrate techniques and concepts presented in class
5. 1. Specific techniques and concepts of watercolor painting will be demonstrated 2. Examples of how each technique/concept may be utilized in a finished work will be provided 3. Discussion of specific techniques and concepts in finished work

Methods of Evaluation

- A. Class Participation
 1. At least 13 times per semester.
- B. Lab Activities
 1. At least 13 times per semester.
- C. Projects
 1. At least 6 per semester.

Typical Outside-of-Class Assignments

- A. Laboratory:
 1. Paint a simple still life using two different watercolor techniques
 2. Draw with watercolor pencils or crayons on damp paper to produce blurred lines and tints
 3. Students are encouraged to make work associated with their own lives and stories

Textbooks (Typical):

Textbook:

1. Jessie Kanelos Weiner *Thinking in Watercolor: A Daily Practice to Unlock Your Creativity & Discover Your Inner Artist.*, Workman Publishing Company, 2025.
2. Veronica Ballart Lilja *If You're Bored With WATERCOLOR Read This Book.*, Octopus Books, 2025.
3. Hoffmann, T, *Watercolor Painting: A Comprehensive Approach to Mastering the Medium.*, Watson-Guptill, 2012.
4. Jenna Rainey *Everyday Watercolor*. 1st ed., Watson-Guptill, 2017.
5. Leslie Frontz *The Watercolor Course You've Always Wanted*. 1st ed., Watson-Guptill, 2015.

Other Materials Required of Students

1. As required: various brushes, paints, inks, pens, papers, and boards.

Equity Based Curriculum

- Assignments

Requisite Validation

DE Proposal

Delivery Methods

- **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.

Because painting courses are so materials intensive, it is best to have a professor on hand to describe and explain methods and procedures for painting.

Rationale for DE

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

In discussing with my fellow colleagues, we 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.

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, and hearing from 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: At least 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 will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: 9 times per semester.

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Chat is available for students every online class.

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 9 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Once a semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 6 times per 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: ARTS 210 - 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.

20 images related to watercolor painting.

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

CCC000521403

CB03: TOP Code

100210 - Painting and Drawing

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: ARTS 12A - Oil/Acrylic Painting: Beginning I

Credit for Prior Learning: ARTS 12A - Oil/Acrylic Painting: Beginning I (Launched)
compared with
ARTS 12A - Oil/Acrylic Painting: Beginning I (Active - Implemented 08-15-2026)

**Admin Outline for Art 12A
Oil/Acrylic Painting: Beginning I
Effective: Fall 2026****Catalog Description:****ARTS 12A - Oil/Acrylic Painting: Beginning I
3.00 Units**

Introduction to painting using oil or acrylic paints. Students will apply the principles and elements of design, in addition to color theory, to their own paintings. Students will make studies from observation, study works by the masters, and learn to express their own ideas through painting.

1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation:

- ARTS 2A

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:

Art.

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. Administer appropriate terminology for critiquing and analyzing paintings.
- B. Apply content to paintings and explain its meaning.
- C. Compose paintings with the elements and principles of visual art and design.
- D. Develop painting skills.
- E. Paint with a variety of techniques.

Course Objectives:

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

- A. Create paintings that evince a working knowledge of the physical properties of painting materials.
- B. Organize and apply the basic formal elements and principles of design in paintings.
- C. Apply the principles of perceptually and theoretically based color theory to painting projects.
- D. Construct and prepare painting surfaces and supports.
- E. Develop expressive content through manipulation of mark, color, value, and composition.
- F. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
- G. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.
- H. Safely handle and use studio painting materials and equipment.
- I. Safely handle and use studio materials and equipment

Course Content:

Lecture:

- 1. Exploration of physical properties of painting materials.
- 2. Organization and application of the basic formal elements and principles of design as they relate to painting.
- 3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
- 4. Construction and preparation of painting surfaces and supports.
- 5. Use and application of materials and tools of painting.
- 6. Development of expressive content through manipulation of mark, color, value, and composition.
- 7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.
- 8. Critical evaluation and critique of class projects using relevant terminology in oral or written formats.
- 9. Studio, equipment, and material use and safety.

Lab Activities:

- 1. Exploration of physical properties of painting materials.
- 2. Organization and application of the basic formal elements and principles of design as they relate to painting.

3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Development of expressive content through manipulation of mark, color, value, and composition.
7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.

Methods of Instruction:

1. Lecture - Studio lectures
2. Discussion
3. Demonstration
4. Audio-visual Activity - Slides, PowerPoint and videos
5. Research - Study artists and learn from this research.
6. Projects - Paintings created throughout the semester.
7. Field Trips - Museum and/or a gallery visit with an appropriate exhibition
8. Examples of student and professional work
9. Portfolio of completed work.
10. Individual and group critiques
11. Self critique
12. Written critiques on appropriate exhibitions

Methods of Evaluation

- A. Class Participation
 1. Students will paint every class except the first class and the final.
- B. Home Work
 1. Students have small projects and ongoing projects every class.
- C. Lab Activities
 1. Students will paint every class except the first class and the final.
- D. Projects
 1. At least 4 projects per semester.

Typical Outside-of-Class Assignments

- A. Project:
 1. Using a wood paint mixing stick (painted white with gesso, primer, acrylic paint), draw 10 different .75" sections to be filled. The color chart which is part of your supply list has a value scale with 10 portions from white to black and the greys in between. Using Mars Black and Titanium White create your own value scale based on the value scale provided by your color chart.
 2. Using your value stick as a tool to help you see value in an analytical manner, observe, study, and paint a crumples piece of paper under direct light. Observe the subject in terms of shapes, applying major blocks of values to the major shapes observed. Applying the concept of "look, mix, paint"; general shapes are filled in with a value which approximates the general area being painted, with smaller, secondary and tertiary shapes being addressed on subsequent passes.

3. Students are encouraged to make work associated with their own lives and stories.

Textbooks (Typical):

Textbook:

1. Sari Shryack *Modern Still Life: From Fruit Bowls to Disco Balls: A beginner's guide to painting fun, fresh still lifes in oil and acrylic.*, Walter Foster Publishing, 2024.
2. Amelie Novak *Mastering Painting Techniques: A Comprehensive Guide to Acrylic, Watercolor, and Oil Painting.*, tolino media, 2024.
3. Juliette Aristides *Lessons in Classical Painting: Essential Techniques from Inside the Atelier.* 1st ed., Watson-Guption, 2016.
4. Parramón Editorial Team *Paint Like The Masters: An excellent way to learn from those who have much to teach* . 1st ed., Barron's Educational Series, 2015.
5. Suzanne Hudson *Painting Now.* 1 ed., Thames & Hudson, 2015.

Other Materials Required of Students

1. Acrylics or oil paints.
2. Canvases & stretcher bars.
3. Brushes & mediums.
4. Various applicable materials.

Equity Based Curriculum

- Assignments

Requisite Validation

DE Proposal

Delivery Methods

- **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.

Because painting courses are so materials intensive, it is best to have a professor on hand to describe and explain methods and procedures for painting.

Rationale for DE

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

In discussing with my fellow colleagues, we 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.

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, and hearing from 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:

- Instructor response time.
- Student participation.
- Instructor participation.

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 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 will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: 9 times per semester.

Student-Student Interaction

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Once a semester.

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

Frequency: Once a semester.

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 9 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Once a semester.
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Once a semester (may be virtual).
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 5 times per semester.
- **Other:**
Frequency: Homework 5 times per 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: ARTS 210 - 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.

20 images related to oil/acrylic painting

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

CCC000521434

CB03: TOP Code

100210 - Painting and Drawing

CIP Code

50.0705 - Drawing

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: AUTO A1 - Engine Repair

Credit for Prior Learning: AUTO A1 - Engine Repair (Launched)
compared with
AUTO A1 - Engine Repair (Active - Implemented 08-15-2026)

**Admin Outline for Automotive Technology A1
Engine Repair
Effective: Fall 2026****Catalog Description:****AUTO A1 - Engine Repair
4.00 Units**

An in depth study of engines: mechanical, measurement, and assembly. A study of the above mentioned components including theory, teardown, evaluate, qualifying, and rebuilding. This class' emphasis is on engines. Students are encouraged to enroll in Automotive Lab concurrently.

2 Units Lecture 2 Units Lab

Prerequisite(s):

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

- (NAUT INTL **and** NAUT INT) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Automotive 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 a timing chain.
- B. Apply engine repair safety precautions.
- C. Apply safety precautions in shop lab exercises.

Course Objectives:

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

- A. Demonstrate the basic safety procedures of handling hazardous waste materials.
- B. Explain the history of powertrain evolution.
- C. Operate a wide variety of precision measurement equipment.
- D. Explain four cycle engine theory and identify key components involved.
- E. Teardown typical engine assembly.
- F. Take measurements of engine components and compare to specifications.
- G. Qualify new and used engine components.
- H. Rebuild engine to manufacturer specifications.
 - I. Explain Ohm's Law.
- J. Demonstrate Ohm's Law in practice (series and parallel circuits).
- K. Maintain a clean and professional environment.

Course Content:

Lecture:

- 1. Safety
 - 1. Tool usage and nomenclature
 - 2. Proper disposal procedures
 - 3. Environmentally conscious decisions
- 2. Powertrain evolution
 - 1. The first four cycle engines
 - 2. Current engines
 - 3. Horsepower and emission trade offs
 - 4. Environmental decisions driving design
 - 5. The first automatic transmissions
 - 6. Current automatic transmissions
 - 1. More gear ratios
 - 2. Different fluids
 - 3. Internal design improvements
- 3. Measurement tools
 - 1. Micrometer
 - 1. Vernier

2. Caliper
 2. Dial bore gauge
 3. Snap gauges
 4. Straight edge
 5. Feeler gauges
 6. Hole gauges
4. Four cycle engine theory
 1. Intake, compression, power, exhaust
 1. 360 degrees in one degree intervals
 2. Valve overlap
 3. Timing concerns and tricks
 4. Street vs. racing
 2. DOHV vs. OHV vs. Valve in block design
 1. Pros and cons of each
 2. Current technology
 3. Key Valve train components
 4. Key bottom end components
 5. Camshaft timing
 1. Static camshaft
 2. Dynamic camshaft
 3. Electronic valves
 6. Crankshaft design and balance
 7. Cylinder head design
 1. Single valve
 2. Multiple valve
5. Engine Teardown
 1. Removal and identification of external components
 1. Special procedures
 1. Loosening sequence
 2. Removal and identification of internal components
 1. Special Procedures
 1. Loosening sequence
6. Component measurement
 1. Specification lookup
 2. Comparison
 1. Component diagnosis
 1. Failure analysis
7. Evaluation of replacement components
 1. Correct component?
 2. New and used part comparison
8. Engine rebuilding
 1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences

4. Special concerns
 1. Assembly lube
 2. Gaskets and sealers
 2. Dynamic engine torque
 3. Proper engine timing
 1. Camshaft to crankshaft
 2. Crankshaft to balanceshaft
9. Ohm's Law
 1. Series Circuits
 2. Parallel Circuits
 3. Voltage Drop
 4. Resistance
 5. Amperage draw
10. Professionalism
 1. Safety glasses
 2. Working shop expectations
 3. Attitude
 4. Cleanliness
 5. Maintenance of work areas and tools

Lab Activities:

1. Safety
2. Measurement tools usage
3. Engine Tear down
4. Evaluation of replacement components
5. Engine rebuilding
6. Ohm's Law Usage

Methods of Instruction:

1. Lab - Group and individual laboratory activities
2. Lecture - Group lecture assignments. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Methods of Evaluation

- A. Exams/Tests
 1. monthly
- B. Lab Activities
 1. weekly
- C. Quizzes
 1. weekly

Typical Outside-of-Class Assignments

- A. Reading:
Read Chapter One in text
- B. Research:
Engine Construction research for a personal vehicle

Textbooks (Typical):

Textbook:

1. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
2. Tim Giles *Automotive Service: Inspection, Maintenance, Repair*. 6 ed., Cengage, 2020.

Other Learning Materials:

1. Literature and lab sheets are provided by the instructor

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Methods of Evaluation
- Typical Texts

Requisite Validation

A. NAUT INTL

Content Review

Required

- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;
- Utilize and apply hazardous waste handling;
- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;

Recommended

- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

B. NAUT INT

Content Review

Required

- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Discuss four stroke engine cycle and identify engine parts;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;

Recommended

- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss braking systems, perform a brake inspection, identify parts;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

C. AUTO INTL

Content Review

Required

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Identify emissions components, understand 5 gas theory;

Recommended

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

D. AUTO INT

Content Review

Required

- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;

Recommended

- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

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.

Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs. There are exceptions to this as we learned in C-19.

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly, as assignments or labs are turned in
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum Once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Weekly lab sessions

- **Other:**

Frequency: Student interaction, fulfillment of SLO's and measurable objectives will be done weekly.

Student-Student Interaction

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

Frequency: At least once every other week.

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

Frequency: Minimum weekly

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Minimum weekly

- **Other:**

Frequency: Students will interact during on-campus weekly labs and online in chat.

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: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: At least once per week

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Weekly

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Weekly, in on-campus labs

- **Other:**

Frequency: Homework, assigned 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 ~~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.

See [CASE](#) Attached [A1 certification from the National Institute of Automotive Service Excellence](#)

Codes and Dates

Course CB Codes

CB00: State ID

CCC000622111

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics 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

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

Credit for Prior Learning: AUTO A2 - Automatic Transmission/Transaxle

Credit for Prior Learning: AUTO A2 - Automatic Transmission/Transaxle (Launched)
compared with
AUTO A2 - Automatic Transmission/Transaxle (Active - Implemented 08-15-2026)

**Admin Outline for Automotive Technology A2
Automatic Transmission/Transaxle
Effective: Fall 2026****Catalog Description:****AUTO A2 - Automatic Transmission/Transaxle
4.00 Units**

An in - _ depth study of engine, transmission, transaxles: mechanical, measurement, and assembly. - _ An in-depth study of the above - _ mentioned components including theory, teardown, **evaluate** evaluation , qualifying, and rebuilding. - _ Students are encouraged to enroll in Automotive Lab concurrently.

2 Units Lecture 2 Units Lab

Prerequisite(s):

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

- (NAUT INT **and** NAUT INTL) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Automotive 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. Replace front pump seal.
- B. Obtain and interpret powertrain data related to the transmission.
- C. Apply transmission/ ~~Transaxle~~ transaxle repair safety precautions.

Course Objectives:

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

- A. Demonstrate the basic safety procedures of handling hazardous waste materials.
- B. Explain the history of powertrain evolution.
- C. Operate a wide variety of precision measurement equipment.
- D. Explain transmission gear ratio and hydraulic theory.
- E. Teardown typical transmission assembly.
- F. Take measurements of transmission components and compare to specifications.
- G. Qualify new and used transmission components
- H. Rebuild transmission to manufacturer specifications.
 - I. Maintain a clean and professional environment.
 - J. Demonstrate Ohm's law
 - K. Test transmission valve bodies and diagnose issues

Course Content:

Lecture:

- 1. Safety
 - 1. Tool usage and nomenclature
 - 2. Proper disposal procedures
 - 3. Environmentally conscious decisions
- 2. Powertrain evolution
 - 1. Horsepower and emission trade offs
 - 2. Environmental decisions driving design
 - 3. The first automatic transmissions
 - 4. Current automatic transmissions
 - 1. More gear ratios
 - 2. Different fluids
 - 3. Internal design improvements
- 3. Measurement tools
 - 1. Micrometer
 - 1. Vernier
 - 2. Caliper
 - 2. Dial bore gauge

3. Snap gauges
4. Straight edge
5. Feeler gauges
6. Hole gauges
4. Automatic Transmission Theory
 1. Gear Ratios
 1. Shift Points
 2. Planetary gear sets
 3. Valves
 4. Clutches
 5. Sprags
 2. Hydraulics
 1. Basic and advanced hydraulics
 2. Hydraulic control components
 3. Fluid pressures
 1. Line
 2. Apply
 3. Release
 4. Clutch
 5. Accumulator
 6. Torque
 7. Servo
 8. D4, D3, D2, D1
 3. Other Components
 1. Final Drives
 2. Torque converters
 3. Apply systems
 4. Differential components
 5. Electrical components
 1. TCM, THECM, PCM
 2. Fluid temperature sensor
 3. TISS and TOSS
 4. TCC
 5. PRNDL
5. Transmission Teardown
 1. Removal and identification of FWD
 1. Special procedures
 2. Removal and identification of RWD
 1. Special procedures
6. Component measurement
 1. Specification lookup
 2. Comparison
 1. Component diagnosis
 1. Failure analysis
7. . Qualification of replacement components

1. Correct component?
2. New and used part comparison
8. Transmission rebuilding
 1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences
 4. Special concerns
 2. Assembly lube
 3. Gaskets and sealers
9. Ohm's law
10. Valve body diagnosis
11. Professionalism
 1. Safety glasses
 2. Working shop expectations
 3. Attitude
 4. Cleanliness
 5. Maintenance of work areas and tools

Lab Activities:

1. Safety
2. Powertrain evolution
 1. Internal design improvements
3. Measurement tools usage
4. Transmission ~~Tear-down~~ Teardown
 1. Removal and identification of FWD
 1. Special procedures
 2. Removal and identification of RWD
 1. Special procedures
5. Component measurement
6. Qualification of replacement components
7. Transmission rebuilding
8. Ohm's law usage
9. Valve body diagnosis
10. Professionalism

Methods of Instruction:

1. Lab
2. Lecture

Methods of Evaluation

- A. Exams/Tests
 1. ~~monthly~~ Monthly
- B. Lab Activities

1. ~~weekly~~ Weekly

C. Quizzes

1. ~~weekly~~ Weekly

Typical Outside-of-Class Assignments

A. Reading:

1. Read ~~Chapter~~ chapter ~~One~~ one in text

B. Research:

1. Transmission replacement research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Tim Giles *Automotive Service: Inspection, Maintenance, Repair*. 6 ed., Cengage, 2020.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology*. 7 ed., Pearson, 2024.

Other Materials Required of Students

1. Safety glasses.

Equity Based Curriculum

- Methods of ~~Instruction~~
- - Methods of Evaluation
- Typical ~~Texts~~ Assignments

Requisite Validation

A. NAUT INT

Content Review

Required

- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;

Not Necessary Skills

- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;

- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Theorize on the future of the automotive industry.

B. NAUT INTL

Content Review

Required

- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

C. AUTO INTL

Content Review

Required

- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Discuss heating and cooling systems, perform basic cooling systems tests;

- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

D. AUTO INT

Content Review

Required

- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
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Not Necessary Skills

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- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

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.

~~Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs. There are exceptions to this as we learned in C-19.~~

Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs. There are exceptions to this, as we learned during the COVID-19 pandemic.

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly, as assignments or labs are turned in
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum ~~Once~~ once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Weekly lab sessions

- **Other:**

Frequency: PO: Student interaction, fulfillment of ~~SLO's~~ SLOs and measurable objectives will be done on campus in the labs, weekly. FO: Student interaction, fulfillment of ~~SLO's~~ SLOs and measurable objectives will be monitored through the accounting set up in the online lab software, weekly.

Student-Student Interaction

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

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

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

Frequency: Fully online only: Minimum weekly

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Fully online only: once every other week

- **Other:**

Frequency: PO: Students will interact during on-campus weekly labs FO: Student will interact online in chat.

Student-Content Interaction

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

Frequency: Fully online only: weekly

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: PO and FO: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: PO: _ At least once per week FO: At least once per week

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: FO: _ Weekly

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: PO: Weekly, in on-campus labs FO: _ Weekly, recorded by the student and completed using online software.

- **Other:**

Frequency: Both PO and FO: Homework, assigned 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 ~~Yes~~ 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.

See Current attached ASE A2 certification from the National Institute of Automotive Service Excellence

Codes and Dates

Course CB Codes

CB00: State ID

CCC000569977

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics 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

Credit for Prior Learning: AUTO LABA - Beginning Automotive Lab

Credit for Prior Learning: AUTO LABA - Beginning Automotive Lab (Launched)
compared with
AUTO LABA - Beginning Automotive Lab (Active - Implemented 08-15-2026)

**Admin Outline for Automotive Technology LABA
Beginning Automotive Lab
Effective: Fall 2026**

Catalog Description:

**AUTO LABA - Beginning Automotive Lab
2.00 Units**

Beginning Automotive Lab is an open laboratory class for basic automotive students. This class is for students desiring to expand their hands-on experience using their own vehicle. The instructor will provide technical and supervisory support to guide students in the completion of their self-initiated projects. Service information via computer service manuals will be available for students to use for vehicle information and research.

2 Units Lab

Prerequisite(s):

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

- (NAUT INTL **and** NAUT INT) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

Total Lab Hours	108
Total Inside of Class Hours	108
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Automotive 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. Use shopkey to create job estimate.
- B. Apply safety in all lab conditions.
- C. Work autonomously in a shop environment.

Course Objectives:

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

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

Course Content:

- 1. Shop safety and Handling of hazardous waste materials
 - 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Professional environment
 - 1. Safety glasses (Clear lenses) worn in all Laboratory areas
 - 2. No loose clothing (Coveralls strongly recommended)
 - 3. Long hair secured
 - 4. No open toe shoes (safety shoes recommended)
 - 5. Work areas maintained; clean free of debris and spills
 - 6. Working with and next to other students in a shop environment
- 3. Hands-on experience
 - 1. Using hand tools and diagnostic equipment to repair vehicles for example
 - 1. Proper repair of intake manifold leak
 - 2. Replacement of air conditioning compressor
 - 3. Brake pad/shoe service
 - 4. Diagnosis of Service Engine Soon Light using scanner
 - 5. Evaluation of computer data stream using scanner

4. Critical Thinking

1. Reading diagnostic equipment and interpreting data
 2. Reading shop manual information and applying technical reading to repairing vehicles
5. Receiving guidance from other students
6. Using Alldata to find and apply time and labor guides for estimates

Methods of Instruction:

1. Lab - Safety Presentation and Laboratory assignment, Collaborative lab projects and exercises, Individual lab projects and exercises, Individual Learning Contract. The assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Methods of Evaluation

- A. Class Participation
1. daily
- B. Exams/Tests
1. Safety Test at least once per semester
- C. Group Projects
1. weekly
- D. Lab Activities
1. daily

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

Software:

1. Alldata. Alldata, (Current/e).

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. NAUT INTL

Content Review

Recommended

- Theorize on the future of the automotive industry.
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify air conditioning systems, understand cycles of refrigerant;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Discuss four stroke engine cycle and identify engine parts;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Perform basic engine teardown and reassembly;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify and describe uses of automotive related tools;
- Utilize and apply hazardous waste handling;
- Identify emissions components, understand 5 gas theory;

B. NAUT INT

Content Review

Recommended

- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify and describe uses of automotive related tools;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify air conditioning systems, understand cycles of refrigerant;
- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Identify emissions components, understand 5 gas theory;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Discuss braking systems, perform a brake inspection, identify parts;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;

- ~~Differentiate between suspension and steering system types, inspect and qualify components;~~
- ~~Identify and describe uses of automotive related tools;~~

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;

C. AUTO INTL

Content Review

Required

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;

Recommended

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Perform basic engine teardown and reassembly;
- Identify emissions components, understand 5 gas theory;
- Theorize on the future of the automotive industry.
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss four stroke engine cycle and identify engine parts ;
- ~~Utilize and apply hazardous waste handling;~~
- ~~Identify and describe uses of automotive related tools;~~
- ~~Perform basic engine teardown and reassembly;~~
- ~~Identify emissions components, understand 5 gas theory ;~~

D. AUTO INT

Content Review

Recommended

- Theorize on the future of the automotive industry.
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss four stroke engine cycle and identify engine parts;

- Identify emissions components, understand 5 gas theory;
 - Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
 - Identify and describe uses of automotive related tools;
- Not Necessary Skills
- Identify air conditioning systems, understand cycles of refrigerant;

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.

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

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

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

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

FO: Same as above.

Accessibility:

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

Syllabus:

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.

- Student behavior in a DE course.
- Academic Integrity.

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: PO: At least twice per semester. FO: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Fully online only: Minimum weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Fully online only: once every other week.
- **Other:**
Frequency: PO: Students will interact during on-campus weekly labs.

Student-Content Interaction

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

Frequency: Fully online only: weekly.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Safety test, once per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: At least once per week.

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: FO: Weekly.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: PO: Weekly, in on-campus labs. FO: Weekly recorded by student and completed using online software.

- **Other:**

Frequency: Homework assigned weekly.

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_ 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

CCC000510286

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

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

Credit for Prior Learning: AUTO LABB - Advanced Automotive Lab

Credit for Prior Learning: AUTO LABB - Advanced Automotive Lab (Launched)
compared with
AUTO LABB - Advanced Automotive Lab (Active - Implemented 08-15-2026)

**Admin Outline for Automotive Technology LABB
Advanced Automotive Lab
Effective: Fall 2026**

Catalog Description:

**AUTO LABB - Advanced Automotive Lab
2.00 Units**

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

2 Units Lab

Prerequisite(s):

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

- AUTO LABA **or** NAUT LAB

Total Lab Hours	108
Total Inside of Class Hours	108
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Automotive 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 service manual procedures to the vehicle.
- B. Apply all safety precautions.
- C. Complete hands on lab sessions with no instructor supervision necessary.

Course Objectives:

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

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

Course Content:

- 1. Shop safety and Handling of hazardous waste materials
 - 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Professional environment
 - 1. Safety glasses (Clear lenses) worn in all Laboratory areas
 - 2. No loose clothing (Coveralls strongly recommended)
 - 3. Long hair secured
 - 4. No open toe shoes (safety shoes recommended)
 - 5. Work areas maintained; clean free of debris and spills
 - 6. Working with and next to other students in a shop environment
- 3. Hands-on experience
 - 1. Using hand tools and diagnostic equipment to repair vehicles for example
 - 1. Proper repair of intake manifold leak
 - 2. Replacement of air conditioning compressor
 - 3. Brake pad/shoe service
 - 4. Diagnosis of Service Engine Soon Light using scanner
 - 5. Evaluation of computer data stream using scanner

4. Critical Thinking

1. Reading diagnostic equipment and interpreting data
 2. Reading shop manual information and applying technical reading to repairing vehicles
5. Providing guidance to other students
 6. Ability to work without help from others
 7. Using Alldata to find and apply time and labor guides for estimates

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

Software:

1. Alldata. Alldata, (Online/e).

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. AUTO LABA

Content Review

Required

- Measure and create time and labor estimates using Alldata and Shopkey.
- Construct and adapt critical thinking skills to diagnose and repair vehicles
- Use proper judgement when working with peers
- Demonstrate a good example of professionalism in the work place
- Revise hands-on experience to further their career in the automotive field
- Judge when to ask for help or guidance
- Analyze and categorize hazardous waste disposal
- Practice correct tool usage
- Apply and Maintain a Safe work environment
- Practice proper vehicle lifting techniques
- Evaluate and apply instructions while working under a shop foreman (Instructor/head student)

B. NAUT LAB

Content Review

Required

- Revise hands-on experience to further their career in the automotive field
- Judge when to ask for help or guidance
- Evaluate and apply instructions while working under a shop foreman (Instructor/head student)
- Use proper judgement when working with peers
- Demonstrate a good example of professionalism in the work place
- Construct and adapt critical thinking skills to diagnose and repair vehicles
- Practice proper vehicle lifting techniques
- Measure and create time and labor estimates using Alldata and Shopkey.
- Analyze and categorize hazardous waste disposal
- Practice correct tool usage
- Apply and Maintain a Safe work environment

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.

PO: Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs.
FO: Same as above, however specialized software can be used to simulate labs online (case by case approved by NATEF). This was done Spring 20 and worked well however students become very frustrated very quickly when they are not getting their hands dirty. 90% of Spring 2020 students stated they would not return to a fully online semester for Fall 2020. Fully online should only be used in extreme situations and for a very short duration.

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

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

FO: Same as above.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: PO: At least twice per semester. FO: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Fully online only: Minimum weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Fully online only: once every other week.
- **Other:**
Frequency: PO: Students will interact during on-campus weekly labs.

Student-Content Interaction

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

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 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

CCC000584335

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics 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

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

Credit for Prior Learning: AUTO LABC - Specialized Bench Work Automotive Lab

Credit for Prior Learning: AUTO LABC - Specialized Bench Work Automotive Lab (Launched)
compared with
AUTO LABC - Specialized Bench Work Automotive Lab (Active - Implemented 08-15-2026)

**Admin Outline for Automotive Technology LABC
Specialized Bench Work Automotive Lab
Effective: Fall 2026****Catalog Description:****AUTO LABC - Specialized Bench Work Automotive Lab
2.00 Units**

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

2 Units Lab

Prerequisite(s):

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

- AUTO LABA **or** NAUT LAB

Total Lab Hours	108
Total Inside of Class Hours	108
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Automotive 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 service manual procedures to the vehicle.
- B. Apply all safety precautions.
- C. Complete hands on lab sessions with no instructor supervision necessary.

Course Objectives:

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

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

Course Content:

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

4. Critical Thinking

1. Reading measurement instruments and interpreting
 2. Reading shop manual information and applying technical reading to repairing vehicles
5. Follow unit repair guides.
 6. Bench qualify repairs
 7. Compare cost analysis
 8. Receiving guidance from other students
 9. Using Alldata to find and apply time and labor guides for estimates

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

- A. Laboratory:
 1. Perform Safety Test
 2. Overview of Safety test with correct answers and explanation of answers.
 3. Laboratory tour and assignment, showing exits, evacuation plan, fire extinguishers, MSDS location, and location of shop equipment.
- B. Project:
 1. Individual Learning Contract
 1. What does the student wish to accomplish?
 2. List Bench rebuild activities

Textbooks (Typical):

Software:

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

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. AUTO LABA

Content Review

Required

- Measure and create time and labor estimates using Alldata and Shopkey.
- Construct and adapt critical thinking skills to diagnose and repair vehicles
- Revise hands-on experience to further their career in the automotive field
- Judge when to ask for help or guidance
- Evaluate and apply instructions while working under a shop foreman (Instructor/head student)
- Use proper judgement when working with peers
- Demonstrate a good example of professionalism in the work place
- Practice correct tool usage
- Analyze and categorize hazardous waste disposal
- Practice proper vehicle lifting techniques
- Apply and Maintain a Safe work environment

B. NAUT LAB

Content Review

Required

- Measure and create time and labor estimates using Alldata and Shopkey.
- Construct and adapt critical thinking skills to diagnose and repair vehicles
- Evaluate and apply instructions while working under a shop foreman (Instructor/head student)
- Judge when to ask for help or guidance
- Revise hands-on experience to further their career in the automotive field
- Use proper judgement when working with peers
- Analyze and categorize hazardous waste disposal
- Demonstrate a good example of professionalism in the work place
- Practice correct tool usage
- Apply and Maintain a Safe work environment
- Practice proper vehicle lifting techniques

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.

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

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

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

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

FO: Same as above.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly, as assignments or labs are turned in.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum Once per week.
- **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 Once per week.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: PO: At least twice per semester. FO: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Minimum weekly.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Minimum weekly.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Safety test, once per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: At least once per week.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: PO: Weekly, in on-campus labs. FO: Weekly recorded by student and completed using online software.
- **Other:**
Frequency: Homework assigned weekly.

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 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

CCC000629989

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics 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

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

Credit for Prior Learning: AUTO LABD - Specialized Electronic Work Automotive Lab

Credit for Prior Learning: AUTO LABD - Specialized Electronic Work Automotive Lab
(Launched)

compared with

AUTO LABD - Specialized Electronic Work Automotive Lab (Active - Implemented 08-15-2026)

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

Effective: Fall 2026

Catalog Description:**AUTO LABD - Specialized Electronic Work Automotive Lab****2.00 Units**

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

2 Units Lab

Prerequisite(s):

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

- AUTO LABA **or** NAUT LAB

Total Lab Hours	108
Total Inside of Class Hours	108
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

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 service manual procedures to vehicle.
- B. Apply all safety precautions.
- C. Complete hands on lab sessions with no instructor supervision necessary.

Course Objectives:

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

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

Course Content:

- 1. Shop safety and Handling of hazardous waste materials
 - 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Professional environment
 - 1. Safety glasses (Clear lenses) worn in all Laboratory areas
 - 2. No loose clothing (Coveralls strongly recommended)
 - 3. Long hair secured
 - 4. No open toe shoes (safety shoes recommended)
 - 5. Work areas maintained; clean free of debris and spills
 - 6. Working with and next to other students in a shop environment
- 3. Hands-on experience
 - 1. Using hand tools and diagnostic equipment to repair vehicles for example
 - 1. Proper mounting of bench work

2. Follow service information for tear down
 3. Follow service information for measurement
 4. Follow service information for qualifying
 5. Follow service information for rebuild
4. Critical Thinking
 1. Reading measurement instruments and interpreting
 2. Reading shop manual information and applying technical reading to repairing vehicles
5. Follow unit repair guides.
6. Bench qualify repairs
7. Compare cost analysis
8. Receiving guidance from other students
9. Using Alldata to find and apply time and labor guides for estimates

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

- A. Laboratory:
 1. Perform Safety Test
 2. Overview of Safety test with correct answers and explanation of answers.
 3. Laboratory tour and assignment, showing exits, evacuation plan, fire extinguishers, MSDS location, and location of shop equipment.
- B. Project:
 1. Individual Learning Contract
 1. What does the student wish to accomplish?
 1. List electrical activities
 2. Highlight high safety activities

Textbooks (Typical):

Software:

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

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. AUTO LABA

Content Review

Required

- Measure and create time and labor estimates using Alldata and Shopkey.
- Construct and adapt critical thinking skills to diagnose and repair vehicles
- Revise hands-on experience to further their career in the automotive field
- Judge when to ask for help or guidance
- Evaluate and apply instructions while working under a shop foreman (Instructor/head student)
- Use proper judgement when working with peers
- Analyze and categorize hazardous waste disposal
- Demonstrate a good example of professionalism in the work place
- Practice correct tool usage
- Practice proper vehicle lifting techniques
- Apply and Maintain a Safe work environment

B. NAUT LAB

Content Review

Required

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

Recommended

- Practice correct tool usage
- Practice proper vehicle lifting techniques

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.

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

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

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

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

FO: Same as above.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly, as assignments or labs are turned in.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum Once per week.
- **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 Once per week.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: PO: At least twice per semester. FO: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Minimum weekly.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Minimum weekly.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Safety test, once per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: At least once per week.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: PO: Weekly, in on-campus labs. FO: Weekly recorded by student and completed using online software.
- **Other:**
Frequency: Weekly homework

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_ 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

CCC000629988

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics 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

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

Credit for Prior Learning: AUTO P1 - Powertrains: Modifications for Performance

Credit for Prior Learning: AUTO P1 - Powertrains: Modifications for Performance (Launched)
compared with
AUTO P1 - Powertrains: Modifications for Performance (Active - Implemented 08-15-2026)

**Admin Outline for Automotive Technology P1
Powertrains: Modifications for Performance
Effective: Fall 2026**

Catalog Description:

**AUTO P1 - Powertrains: Modifications for Performance
4.00 Units**

An in-depth study of engine and transmission modifications made in order to improve performance. This class will explain the differences in laws governing vehicles in all fifty states including those registered in California; how to improve performance legally; and the penalties of breaking the law. Students will learn to calculate the benefit versus cost of bolt-on performance products and major engine or transmission modifications. NOTE: Some modifications are intended for off-road applications only. Students are encouraged to enroll in Automotive Lab concurrently.

3 Units Lecture 1 Units Lab

Prerequisite(s):

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

- (NAUT INTL **and** NAUT INT) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

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:

Automotive 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. Follow proper safety standards in lab.
- B. Use powertrain data gathered from a dyno test to determine fuel mixture.
- C. Determine the proper way to modify an exhaust system and stay within the legal limits of emissions and noise.

Course Objectives:

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

- A. Demonstrate the basic safety procedures of handling hazardous waste materials.
- B. Operate a wide variety of precision measurement equipment.
- C. Explain four cycle engine theory and identify key components involved.
- D. Teardown typical engine assembly.
- E. Make measurements of engine components and compare to specifications.
- F. Explain the difference between 49 and 50 state legal.
- G. Interpret the Law as it applies to a personal vehicle and modification.
- H. Theorize possible horsepower outcomes for modifications.
 - I. Compare and Contrast Bolt-on Modifications.
 - J. Perform Major Powertrain Modifications.
 - K. Demonstrate Professionalism.

Course Content:

Lecture:

- 1. Safety
 - 1. Tool usage and nomenclature
 - 2. Proper disposal procedures
 - 3. Environmentally conscious decisions
- 2. Measurement tools
 - 1. Micrometer
 - 1. Vernier
 - 2. Caliper
 - 2. Dial bore gauge
 - 3. Snap gauges
 - 4. Straight edge
 - 5. Feeler gauges
 - 6. Hole gauges

3. Four cycle engine theory
 1. Intake, compression, power, exhaust
 1. 360 degrees in one degree intervals
 2. Valve overlap
 3. Timing concerns and tricks
 4. Street vs. racing
 2. DOHV vs. OHV vs. Valve in block design
 1. Pros and cons of each
 2. Current technology
 3. Key Valve train components
 4. Key bottom end components
 5. Camshaft timing
 1. Static camshaft
 2. Dynamic camshaft
 3. Electronic valves
 6. Crankshaft design and balance
 7. Cylinder head design
 1. Single valve
 2. Multiple valve
4. Engine Teardown
 1. Removal and identification of external components
 1. Special procedures
 2. Loosening sequence
 2. Removal and identification of internal components
 1. Special Procedures
 1. Loosening sequence
5. Component measurement
 1. Specification lookup
 2. Comparison
 1. Component diagnosis
 1. Failure analysis
6. Modification Laws
 1. Federal Standards
 2. California Standards
7. Federal and California Statues regarding punishment
 1. Fines and Jail time
 2. Environmental impact
8. Horsepower and Torque
 1. Horse Power calculations
 1. Curve Maps
 2. Slope versus Incline
 2. Torque Calculations
 1. Curve Maps
 2. Slope versus Incline
 3. Changes from modifications

9. Bolt on Modifications

1. Removal and identification of factory parts
 1. Special procedures
 2. Specific design flaws and challenges
2. Installation and identification of modification parts
 1. Special procedures
 2. Specific design and challenges

10. Major Powertrain modifications

1. Cost versus gain
2. Comparison
 1. Component diagnosis
 2. Manufacturing Process

11. Professionalism

1. Safety glasses
2. Working shop expectations
3. Attitude
4. Cleanliness
5. Maintenance of work areas and tools

Lab Activities:

1. Measurement tool usage
2. Engine Teardown and rebuilding
3. Horsepower and Torque Measurement with Dynamometer
4. Bolt on Modifications
5. Major Powertrain modifications lab performance
6. Professionalism

Methods of Instruction:

1. Demonstration - Group and individual lab demo activities
2. Discussion - Group and individual discussion board activities
3. Guest Lecturers - Group and individual lecture activities
4. Lecture - Group and individual lecture activities. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
5. Lab - Group and individual laboratory activities

Methods of Evaluation

- A. Exams/Tests
 1. twice a semester
- B. Lab Activities
 1. Daily hands on component required. Lab Safety Demonstrated
- C. Quizzes
 1. Weekly

Typical Outside-of-Class Assignments

- A. Reading:
Read Chapter One in text
- B. Research:
Engine Construction research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Allan Bonnick Routledge *Automotive Powertrain Science and Technology*., Routledge, 2020.
2. ISBN-13: 978-1932494426 *Engine Management: Advanced Tuning* . 1 ed., Cartech, 2018.
3. ISBN-13: 978-1557884886 *Street TurbochargingHP1488: Design, Fabrication, Installation, and Tuning of...* 1 ed., HPBooks, 2017.

Software:

1. HP TUNERS. HP Tuners, (Current/Online/e).
2. Alldata. Alldata, (Current/Online/e).
3. Shopkeypro. Snapon, (Current/Online/e).

Other Materials Required of Students

1. Closed Toes Shoes. .
2. Safety Glasses.

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Methods of Evaluation
- Typical Texts

Requisite Validation

A. NAUT INTL

Content Review

Required

- Perform basic engine teardown and reassembly;
- Discuss four stroke engine cycle and identify engine parts;
- ~~Identify emissions components, understand 5 gas theory;~~
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;

Recommended

- Identify and describe uses of automotive related tools;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Utilize and apply hazardous waste handling;

- Theorize on the future of the automotive industry.
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- ~~Discuss heating and cooling systems, perform basic cooling systems tests;~~
- ~~Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;~~
- ~~Utilize and apply hazardous waste handling;~~
- ~~Theorize on the future of the automotive industry;~~
- ~~Identify and describe uses of automotive related tools;~~
- ~~Differentiate between suspension and steering system types, inspect and qualify components;~~

B. NAUT INT

Content Review

Required

- Theorize on the future of the automotive industry.
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;

Recommended

- Identify and describe uses of automotive related tools;
- Discuss braking systems, perform a brake inspection, identify parts;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- ~~Discuss braking systems, perform a brake inspection, identify parts;~~
- ~~Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;~~
- ~~Identify and describe uses of automotive related tools;~~

C. AUTO INTL

Content Review

Required

- ~~Identify emissions components, understand 5 gas theory;~~
- Perform basic engine teardown and reassembly;
- Theorize on the future of the automotive industry.
- Identify emissions components, understand 5 gas theory;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;

Recommended

- ~~Restraints system identification, know safety concerns of each system and inspection of restraint systems;~~
- ~~Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;~~
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Identify air conditioning systems, understand cycles of refrigerant ;
- ~~Identify and describe uses of automotive related tools;~~
- ~~Utilize and apply hazardous waste handling;~~
- ~~Discuss four stroke engine cycle and identify engine parts ;~~
- Discuss braking systems, perform a brake inspection, identify parts;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify and describe uses of automotive related tools;
- Utilize and apply hazardous waste handling;
- Discuss four stroke engine cycle and identify engine parts;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

D. AUTO INT

Content Review

Required

- ~~Theorize on the future of the automotive industry;~~
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Theorize on the future of the automotive industry;
- Identify emissions components, understand 5 gas theory;
- Discuss four stroke engine cycle and identify engine parts;

Recommended

- ~~Restraints~~ Discuss heating and cooling systems, perform basic cooling systems tests;
- Differentiate between suspension and steering system ~~identification types , know safety concerns of each system~~ inspect and ~~inspection qualify~~ of restraint systems components ;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify and describe uses of automotive related tools;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- ~~Differentiate~~ Restraints ~~between system suspension~~ identification, know safety concerns of each system and ~~steering inspection system of types, inspect and qualify components;~~
- ~~Discuss heating and cooling~~ restraint systems ~~, perform basic cooling systems tests ;~~

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.

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

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

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

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

FO: Same as above.

Accessibility:

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

Syllabus:

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.

- Student behavior in a DE course.
- Academic Integrity.

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: PO: At least twice per semester. FO: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Minimum weekly.
- **Other:**
Frequency: Students will interact during on-campus weekly labs.

Student-Content Interaction

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

Frequency: Minimum weekly.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: At least once per week.

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: At least once per week.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: PO: Weekly, in on-campus labs. FO: Weekly recorded by student and completed using online software.

- **Other:**

Frequency: Homework is assigned 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~~ 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.

~~See Attached~~

Codes and Dates

Course CB Codes

CB00: State ID

CCC000599275

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics 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

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

Credit for Prior Learning: AUTO SDR - Specified Diagnostic and Repair

Credit for Prior Learning: AUTO SDR - Specified Diagnostic and Repair (Launched)
compared with
AUTO SDR - Specified Diagnostic and Repair (Active - Implemented 08-15-2026)

**Admin Outline for Automotive Technology SDR
Specified Diagnostic and Repair
Effective: Fall 2026**

Catalog Description:

**AUTO SDR - Specified Diagnostic and Repair
5.00 Units**

This is a Bureau of Automotive Repair approved alternative to the ASE A6, A8 and L1 certification required for obtaining and maintaining smog technician licenses. This course will follow BAR guidelines for smog license prep. Student may or may not qualify for license exam after taking this class. For more information see www.smogcheck.ca.gov

4 Units Lecture 1 Units Lab

Total Lecture Hours	72
Total Lab Hours	54
Total Inside of Class Hours	126
Total Outside of Class Hours	144
Total Student Learning Hours	270

Course Grading:

Optional

Justification for course proposal

Discipline:

Automotive Technology.

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 electrical theory to battery systems.
- B. Apply safety precautions in shop lab exercises
- C. Obtain and interpret scan tool data.

Course Objectives:

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

- A. Explain and apply fuel management theory, testing, and diagnosis including computerized controls;
- B. Explain and apply ignition theory, testing and diagnosis including use of an ignition scope and diagnosis of emissions problems caused by the ignition system;
- C. Explain and apply on board computer theory, testing, and diagnosis including demonstrated use of a scan tool and diagnostic trouble code deciphering.
- D. Thoroughly understand and explain four cycle engine basics: compression, ignition, fuel, air, and vacuum;
- E. Use an emissions gas analyzer, scanner, and Digital Storage Oscilloscope and apply test results to aid in diagnosing a vehicle;
- F. Explain the function of sensors and actuators and their interaction with the computer as well as proper diagnostic procedures for each
- G. Explain and demonstrate the theory and proper diagnostic procedures for understanding of how long and short term fuel trim work;
- H. Correctly diagnose emissions control system failures
 - I. Retrieve, interpret, and apply diagnostic trouble codes
- J. Explain and apply four cycle engine theory including compression, air, fuel, ignition, vacuum, and the interaction between them
- K. Diagnose and repair automotive battery, starting, and charging systems using meters, test lights, and logic probes;
 - L. Diagnose open, short, and grounded circuits;
- M. Explain Ohm's Law and apply in lab exercises;
- N. Perform a voltage drop test;
- O. Read and utilize a wiring diagram including standard industry symbol identification;
- P. Successfully apply diagnostic flow charts in order to achieve accurate diagnostic results of electronic components.
- Q. Use common industry terminology and abbreviations related to the course material

Course Content:

Lecture:

- 1. Use of meters, test lights, and logic probes in diagnosing battery, starting, and charging systems
- 2. Circuit Problems
 - 1. Opens, causes and corrections
 - 2. Shorts, causes and corrections
 - 3. Grounds, causes and corrections

3. Intermittent electrical problems
 1. Diagnostic Strategy
 2. Collection Information
 3. Attacking problem
4. Ohm's Law and electrical theory
 1. Ohms Law
 2. Computing Ohms Law
 3. Using Ohms Law in stock vehicles
 4. Using Ohms Law with aftermarket accessories
5. Voltage drops
 1. What do they mean?
 2. Better than Ohms?
6. Wiring diagrams
 1. Schematic Icons
 2. Reading Charts
7. Diagnostic Flow Charts
8. Four cycle engine basics: compression, ignition, fuel, air, and vacuum
9. Operation of diagnostic tools: DSO, scanner, and emissions analyzer
10. Function of sensors and actuators, their interaction with the PCM, and their effect on drivability and emissions
11. Theory and diagnostic procedures for injected and carbureted fuel control systems
12. OBD II diagnostics and diagnostic trouble codes
13. Industry and BAR terminology, abbreviations, standards, and procedures
14. Fuel management theory, testing, and diagnosis
15. Ignition theory, testing, and diagnosis
16. On board computer theory, testing, and diagnosis

Lab Activities:

1. Voltage drop testing
2. Wiring diagrams reading and application
3. Diagnostic Flow Charts reading and application
4. Four cycle engine testing: compression, ignition, fuel, air, and vacuum
5. Operation of diagnostic tools: DSO, scanner, and emissions analyzer
6. Testing of sensors and actuators, their interaction with the PCM, and their effect on drivability and emissions
7. Diagnostic procedures for injected and carbureted fuel control systems
8. OBD II diagnostics and diagnostic trouble codes
9. Industry and BAR procedures
10. Fuel management testing, and diagnosis
11. Ignition testing, and diagnosis
12. On board computer testing, and diagnosis

Methods of Instruction:

1. Lecture - Group lecture assignments. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.
2. Lab - Hands-On lab Exercises

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Exams/Tests
 1. Comprehensive from State
- C. Lab Activities
 1. daily

Typical Outside-of-Class Assignments

- A. Reading:

Read Chapter One in text
- B. Research:

Engine Construction research for a personal vehicle

Textbooks (Typical):

Textbook:

1. James Halderman *ASE Test Preparation and Study Guide*. 2 ed., Pearson, 2019.
2. State of California https://www.bar.ca.gov/pdf/2017_Smog_Check_Manual.pdf. 2017 ed., State of California, 2017.

Other Learning Materials:

1. Any and all current and past "BAR Blasts" these are informational releases from the State about the smog check program.

Other Materials Required of Students

1. Internet access.
2. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction
- Typical Texts

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.

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

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

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

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

FO: Same as above.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: PO: At least twice per semester. FO: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Fully online only: Minimum weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Fully online only: once every other week.
- **Other:**
Frequency: PO: Students will interact during on-campus weekly labs.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Fully online only: weekly.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: At least three exams per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: At least once per week.

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: FO: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: PO: Weekly, in on-campus labs. FO: Weekly recorded by student and completed using online software.
- **Other:**
Frequency: Homework, assigned weekly.

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.

~~1. Completed a BAR certified SDR (Specified Diagnostic and Repair) class. May be taken as one, two or three classes. Classes may be taken in any form and from any BAR certified school. To receive credit for SDR student must have taken A6 alternative, A8 alternative and L1 alternative. Must have been completed in the last five years with a passing grade.~~

~~or~~

~~2. Current and State valid of California smog Smog. licence. Must have both EI and EO.~~
license

Codes and Dates

Course CB Codes

CB00: State ID

CCC000578919

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0612 - Vehicle Emissions Inspection and Maintenance 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

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

Credit for Prior Learning: AUTO SMOG - Smog Level One and Level Two

Credit for Prior Learning: AUTO SMOG - Smog Level One and Level Two (Launched)
compared with
AUTO SMOG - Smog Level One and Level Two (Active - Implemented 08-15-2026)

**Admin Outline for Automotive Technology SMOG
Smog Level One and Level Two
Effective: Fall 2026****Catalog Description:**

**AUTO SMOG - Smog Level One and Level Two
5.50 Units**

This course includes classes/modules the State of California's requires for a student/automotive technician to be prepared to take their Smog License Test. This class will include Level One and Level Two smog training only. At the end of the class students may or may not qualify for either EI or EO smog license. See www.smogcheck.ca.gov for more information.

5 Units Lecture 0.5 Units Lab

Total Lecture Hours	90
Total Lab Hours	27
Total Inside of Class Hours	117
Total Outside of Class Hours	180
Total Student Learning Hours	297

Course Grading:

Optional

Justification for course proposal

Discipline:

Automotive Technology.

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. Perform smog test
- B. Perform an OIS test.
- C. Obtain and interpret powertrain data.

Course Objectives:

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

- A. Incorporate the concepts, techniques, principles, and legal requirements of the California Smog Check Program, including changes and updates published in the latest edition of the Smog Check Manual;
- B. Analyze a vehicle with emission control problems to a criterion established by the instructor based on Bureau of Automotive Repair and industry standards by using the newest in automotive and emission control theory;
- C. Analyze vehicle emission systems applications for theory, operation and diagnosis, to a standard set by the Bureau of Automotive Repair, through manipulative, oral, or written assignments, and/or class discussion;
- D. Demonstrate proper operating procedures and safety precautions using a 5-Gas Analyzer to conduct a complete smog inspection;
- E. Apply automotive computer system theory to evaluate, diagnose, and repair an emissions malfunction caused by a component of the computer system;
- F. Perform advanced diagnostic and repair procedures on vehicles equipped with 2nd Generation On Board Diagnostics (OBD II using the latest electronic interface equipment;
- G. Discuss and apply the operating theory of wide band oxygen sensor by interpreting scan tool data and the ion transfer between platinum zirconium electrodes.
- H. Analyze and diagnose a vehicle with emission control problems, including NOx problems, to a criterion established by the instructor based on Bureau of Automotive Repair and industry standards
 - I. Demonstrate setup and operation of diagnostic and testing equipment including but not limited to Digital Storage Oscilloscope, BAR97 smog machine, and a dynamometer. Explain results obtained during operation of said equipment.
 - J. Demonstrate loaded mode emissions base lining techniques and use of diagnostic flow charts
- K. Explain catalytic converter theory, operation, and efficiency testing procedures
- L. Explain and demonstrate the differences in emissions testing procedures between the BAR90 and the BAR97 gas analyzer systems including dynamometer use of the Enhanced Smog Check Program
- M. Perform 5 gas diagnostics
- N. Explain the rules and regulations guiding the smog check program and technician duties

Course Content:

Lecture:

1. The Level One Course is divided into seven parts called modules which correspond with the State Examination modules:
 1. Rules and Regulations

2. Automotive Theory
3. Emission Control Theory and Operations
4. Vehicle Emission Systems Applications
5. TAS Operation and Testing Procedures
6. Computer Systems Theory
7. Diagnosis and Repair of Computerized Vehicles
2. The OBD II Training covers advanced diagnostic and repair procedures on 2nd Generation On Board Diagnostics (OBD II vehicles using the latest electronic interface equipment.
3. Monitor setting and training
4. Five gas training
5. Emission system diagnosis
6. The 2003 Update Course covers smog testing procedures and new rules and regulations in the latest Smog Check Manual.
7. The 2005 Update course covers wide band oxygen sensors testing and theory
8. The 2007 Update course covers catalytic converter testing and theory.
9. The 2011 Update course covers wide band oxygen sensors testing and theory
10. Level Two training including Dynamometer usage, State computer usage, laws and regulations.
11. BAR specified Diagnostic and Repair Training
12. DAD training and requirements
13. Any new content the State of California Smog training requires.

Lab Activities:

1. Fuel delivery systems.
2. Ignition systems
3. Fuel systems testing
4. Ignition System Testing
5. Diagnostic patterns, and analyze gas readings
6. Diagnostic test equipment
7. Diagnostic information systems
8. Diagnose various Engine Performance concerns
9. Handling of hazardous waste materials
10. Professional environment

Methods of Instruction:

1. Lecture - Group and individual activities.
2. Lab - Hands-On lab exercises
3. Audio-visual Activity - Group and individual activities
4. Discussion - Group and individual activities

Methods of Evaluation

- A. Class Participation
 1. weekly
- B. Exams/Tests
 1. One final from State of California. Passing final exam with a minimum of 70% correct

C. Lab Activities

1. Weekly, demonstrating competency when performing required lab assignments.

D. Quizzes

1. Weekly

- E. Passing final exam with a minimum of 70% correct; Demonstrating competency when performing required lab assignments; Meeting mandatory attendance criteria;

Typical Outside-of-Class Assignments

A. Reading:

Read Chapter One in text

B. Research:

Engine Construction research for a personal vehicle

Textbooks (Typical):

Textbook:

1. James Halderman *ASE Test Preparation and Study Guide*. 2 ed., Pearson, 2017.
2. Bureau of Automotive Repair, *Clean Air Car Course Training Manual*, Department of Consumer Affairs, 1993.
3. Bureau of Automotive Repair, *Clean Air Car Course Student Workbook*, Department of Consumer Affairs, 1993.
4. State of California *Smog Check Inspection Manual*. 2017 ed., Department of Consumer Affairs, 2021.
5. Bureau of Automotive Repair, *Write It Right*, Department of Consumer Affairs, 1999.
6. Bureau of Automotive Repair, *Laws and Regulations*, Department of Consumer Affairs, 2025.
7. Maurseth, M., E. K. Smith, *BD II Generic On-Board Diagnostic Second Generation*, California Institute of Automotive Technology , 2009.

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation
- Typical Texts

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.

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

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

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

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: PO: At least twice per semester FO: At least once every other week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Fully online only: Minimum weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Fully online only: once every other week
- **Other:**
Frequency: PO: Students will interact during on-campus weekly labs

Student-Content Interaction

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

Frequency: PO: Weekly, in on-campus labs FO: Weekly recorded by student and completed using online software.

- **Other:**

Frequency: Homework, assigned weekly

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.

~~1. Completed a BAR certified Level one and Level two class. May be taken as one or two classes. Classes may be taken in any form and from any BAR certified school. To receive credit for L1L2 student must have taken both Level 1 and Level 2. Must have been completed in the last five years with a passing grade:~~

~~or~~

~~2. Current and State valid of California smog Smog license . Must have both EI and EO.~~

Codes and Dates

Course CB Codes

CB00: State ID

CCC000566979

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0612 - Vehicle Emissions Inspection and Maintenance 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

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

Course Modification: CIS 88A - Word Processing Essentials: MS Word, Google Docs, AI Tools

Course Modification: CIS 88A - Word Processing Essentials: MS Word, Google Docs, AI Tools
(Launched - Implemented 04-09-2026)

compared with

CIS 88A - Introduction to Microsoft Word (Active - Implemented 01-02-2018)

Admin Outline for Computer Information Systems 88A

Introduction Word to Processing Microsoft Essentials: MS Word , Google Docs, AI Tools

Effective: Spring Fall 2018 2027

Catalog Description:

CIS 88A - **Introduction Word to Processing Microsoft Essentials: MS Word , Google Docs, AI Tools**

1 2 . 50 00 Units

Develop This the word processing course is designed to review a student's current word processing skills needed and in build the essential workplace skills to for produce creating, formatting, and managing common business documents ; . Students will gain hands-on experience with widely used tools such as letters; Microsoft resumes, flyers; Word and reports: Google Topics Docs., include learning document how creation to produce clear, well-organized documents that meet modern standards for communication and editing; collaboration. In addition, the course introduces the responsible use of Microsoft AI-powered Word writing features and productivity tools to apply support character and paragraph formatting; creating and formatting tables drafting , enhancing visual appeal by incorporating graphics elements; using the mail merge feature editing , and printing revising documents. Emphasis is placed on understanding when and how these tools can enhance efficiency while maintaining originality, accuracy, and academic integrity.

1 .5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CIS 71A

Total Lecture Hours	48 <u>27</u>
Total Lab Hours	27
Total Inside of Class Hours	45 <u>54</u>

Total Outside of Class Hours	36	54
Total Student Learning Hours	81	108

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, Demonstrate save, the retrieve, ability edit~~ to navigate Microsoft Word and ~~print~~ Google Docs interfaces, including screen elements, basic settings, and help features.
- B. Apply formatting skills such as text styles, paragraph formatting, tables, and layout tools to create well-structured documents.
- C. Produce professional business documents in such correct as business letters, formats reports, newsletters, and brochures using appropriate formatting, visuals, and design elements.
- D. Utilize cloud storage, document sharing, mail merge, and AI tools to enhance document creation, collaboration, and distribution .

Course Objectives:

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

- A. ~~Create, save, retrieve, edit~~ Identify and ~~print documents;~~
- B. ~~Format common business documents, including letters, resumes, brochures/newletters, and reports;~~
- C. ~~Navigate~~ navigate the Microsoft Word ~~window and effectively;~~
- D. ~~Incorporate~~ Google ~~graphic~~ Docs interface, including key screen elements ~~to such~~ enhance visual appeal;
- E. ~~Use as the mail Ribbon, merge tabs, feature scroll to bars, generate views, personalized and documents; zoom settings.~~
- F. Apply basic document creation skills, including entering text, using the insertion point, exploring help features, and understanding default settings.
- G. Create, format, and edit tables ;
- H. ~~Apply decision-making skills in determining the most efficient way~~ to ~~produce~~ organize and present information effectively.
- I. Enhance document design using multiple columns, column breaks, page breaks, and graphic elements to improve visual presentation.

- J. Produce professional business documents such as letters, reports, newsletters, and brochures using appropriate formatting and layout standards.
- K. Utilize advanced productivity tools, including AI applications (Copilot, Gemini), cloud storage, document sharing, and mail merge for creating and distributing customized documents.

Course Content:

Lecture:

- 1. Introduction to ~~the~~ Microsoft Word , ~~window~~ Google Docs interface
 - 1. Screen elements, including the Ribbon, Tabs, scroll bars, views, and zoom settings
 - 2. Default/initial settings
 - 3. Explore the Help features
- 2. Enter and format
 - 1. The Insertion Point
 - 2. Apply text attributes, change fonts and font sizes, bold, italics, and underline
- 3. Document and Paragraph formatting
 - 1. Margins
 - 2. Indents
 - 3. Set tabs
 - 4. Headers/Footers
- 4. Create, format, and edit tables
- 5. Document production features: find, replace, move/copy text, spell check, and thesaurus
- 6. Effectively produce business documents using correct document formats

1. Letters
2. Reports
3. Newsletters
4. Brochures

7. Arrange text in multiple columns

1. Insert column breaks
2. Insert page breaks

8. Incorporate graphic images and other graphic elements to enhance visual appear

9. AI Tools

1. Incorporate various AI Tools for document creation
2. CoPilot, Gemini

10. Cloud Storage

1. Upload documents to the cloud
2. Share the documents

11. Mail Merge

1. Create a data source
2. Create a main document
3. Use merge to create customized ~~letters~~ letter

Lab Activities:

1. Editing: Inserting, deleting, moving, and copying text.
2. Formatting: Adjusting fonts, sizes, colors, margins, and spacing.
3. Tools: Spell-check, grammar check, and thesaurus.
4. Graphics: Inserting images, tables, and charts.
5. Storage: Saving, retrieving, and organizing documents.

Methods of Instruction:

1. Lecture - Explore versions of MS Word, and Google Docs
2. Lab - Hands-on ~~lab~~ assignments ~~assignments~~ that select and present data
3. Discussion - class discussion
4. Demonstration - Computer demonstrations
5. ~~Class~~ Audio-visual ~~discussion~~ Activity - Screen-recorded tutorials
6. Classroom Activity - Hands-on in-class exercises
7. Learning Management System - Canvas
8. Instructions will include demonstrations, hands-on practice, tutorials, and collaborative activities using Microsoft Word and Google Docs. Multiple formats (Visual slides, screen recordings, and printed instructions etc.) and flexible support will be used to promote inclusivity and equitable learning outcomes for all students.

Methods of Evaluation

- A. ~~Lab~~ Class ~~Activities~~ Participation
 1. ~~Projects~~ Online Discussion Weekly
- B. ~~Quizzes~~ Exams/Tests
 1. Midterms/ Finals
- C. Final Class Performance
 1. Performance mastery projects
- D. Lab Activities
 1. Weekly
- E. Oral Presentation
 1. Present and share their work
- F. Projects
 1. twice every semester
- G. Quizzes
 1. Weekly

- H. 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.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Reading~~

1. Read the chapter on Creating and Editing Business Documents. Complete the Develop Your Skills sections within the chapter.

B. Laboratory:

1. Videos

1. Access the online videos related to the chapter

2. Hands-on Lab assignments

1. Complete Reinforce Your Skills W1-R1 (Create an Informal Letter) on pages 21-22. Print the document or submit it online as directed by instructor.
2. Complete Apply Your Skills W1-A3 (Edit and Format a Letter) on pages 30-31. Print the document or submit it online as directed by instructor.

Textbooks (Typical):

Textbook:

1. ~~Jill Mary Murphy~~ Anne Poatsy Exploring Microsoft 365: Word 2016: Comprehensive 2025. 1st ed., ~~Labyrinth Learning~~ Pearson, ~~2017~~ 2025.
2. Jennifer Duffy, Carol Cram *Illustrated Microsoft® ~~Office~~ 365 ~~&~~ ® Word ~~2016:~~ ® Comprehensive*. 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. Storage media.
2. ~~Go-Print Card.~~

Equity Based Curriculum

- Methods of Instruction
- 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] Approved for DE mode 2004/05~~

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.

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 - [per term](#)
- **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~~ [Weekly](#) ~~of or~~ [1 twice per a semester.](#) [week](#)
- **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 - [per term](#)
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: A minimum of two times - [per term](#)
- **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 : per term
- **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~~ Weekly ~~of or~~ 1 twice ~~time a~~ ~~during the semester:~~ week
- **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:~~ term

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Weekly lectures :
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Chapter quizzes (5-6 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

CCC000584360

CB03: TOP Code

070200 - Computer Information Systems

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

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: CS 1 - Computing Fundamentals I

Credit for Prior Learning: CS 1 - Computing Fundamentals I (Launched)

compared with

Course Modification: CS 1 - Computing Fundamentals I (Approved - Implemented 08-15-2027)

**Admin Outline for Computer Science 1
Computing Fundamentals I**

Effective: Fall 2027

Catalog Description:**CS 1 - Computing Fundamentals I
4.00 Units**

Introduction to programming and problem-solving using C++. Problem solving techniques and algorithms; program design, development, style, testing and debugging. C++ syntax covered includes: variables; data types; operators and expressions; control structures; library and user-defined functions; basic file input/output; binary file input/output; arrays; vectors; abstract data types including user-defined data structures and enumerated data types.

3 Units Lecture 1 Units Lab

Recommended Course Preparation:

- CS 7

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:

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 Modular Programs Using Functions
- B. Design Algorithms to Solve Computational Problems.
- C. Develop a C++ program that demonstrates fundamental programming syntax and utilizes control structures such as loops, if, and switch statements.

Course Objectives:

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

- A. Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.
- B. Interpret and apply C++ control structures for sequencing, selection and iteration.
- C. Interpret and implement programmer-defined functions in C++.
- D. Create and interpret expressions involving arithmetic and logical operators;
- E. Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.
- F. Modify and expand short programs that use standard conditional and iterative control structures and functions.
- G. Choose appropriate conditional and iteration constructs for a given programming task.
- H. Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
 - I. Analyze and explain the behavior of simple programs.
 - J. Describe, interpret and apply the mechanics of parameter passing.
- K. Discuss and apply the concept of algorithms in problem-solving processes.
- L. Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.
- M. Describe and apply effective debugging strategies.
- N. Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
- O. Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
- P. Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.
- Q. Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.
- R. Develop a complex C++ project comprised of source and header files with multiple compilation steps

Course Content:

Lecture:

1. Tools and Procedures
 1. Creation, editing and building programs
 2. Compiling and linking C++ on multiple platforms, including working in a Unix/Linux environment with standard tools and multiple file C++ projects
 3. Introduction to multiple development environments (Integrated Development Environment [IDE], command line, cloud based IDE) to support varied student access and learning preferences.
2. History and Background
 1. History of programming languages
 2. Brief survey of programming paradigms, including procedural and object-oriented languages
 3. Discussion of diverse contributions to computing and the global impact of programming across communities.
3. Problem Solving and Algorithms
 1. Problem-solving strategies
 2. The concept and properties of algorithms
 3. Implementation strategies for algorithms within problem-solving processes
 4. Debugging strategies
 5. Use of multiple problem-solving representations (flowcharts, pseudocode, visual tools) to support different learning modalities.
4. Fundamental Programming Concepts
 1. Basic syntax of C++
 2. Simple I/O in C++
 1. Elementary reading/writing of text files
 3. Variables, types, expressions and assignment
 1. Concept and rules for types and type-checking
 2. Literals and constants
 3. C++ arithmetic operators, including precedence rules
 4. C++ relational operators
 5. C++ logical operators
 4. Conditional and iterative control structures
 1. Nesting control structures
5. Functions and parameter passing
 1. Calling existing functions
 2. Function prototypes and definitions
 3. Parameter passing -- by-value and by-reference
 4. Void vs value-returning functions
 5. Structured decomposition
 6. Functions using header files and multiple source files
6. One-Dimensional Arrays in C++
 1. Declaring and accessing one-dimensional arrays
 2. Arrays as function parameters
 3. Searching within an array
 4. Typical array uses (e.g., summation)
7. Two-Dimensional Arrays in C++
 1. Declaring and accessing two-dimensional arrays
 2. Two-dimensional arrays as function parameters

3. Typical two-dimensional array uses (e.g., matrix calculations)
8. C++ Strings
 1. Operators: concatenation, character access
 2. C++ string methods (e.g., find, substr)
 3. Comparison with C-style strings
9. Vectors in C++
 1. Vectors vs. arrays
 2. Declaring and using Vectors
 3. Storing structure variables within Vectors
 4. Vectors as both function parameters and returns
10. C++ Structs
 1. Declaring new struct types
 2. Accessing struct components
 3. Structs as function parameters
11. C/C++ Enumerated data types
 1. Declaring new enumerated data types (EDT)
 2. Accessing constants within the EDT
 3. Using enumerated data types within a C++ structure
12. Binary File Input/Output
 1. Sequential binary file processing
 2. Random binary file processing

Lab Activities:

1. Tools and Procedures
 1. Hands-on practice creating, compiling, and linking C++ programs is conducted across multiple platforms using standard development tools, including work with multi-file projects in computing environments, while also incorporating flexible lab setup options such as in-person, remote, and hybrid formats to support diverse student access needs and learning contexts.
2. History and Background
 1. Practical exploration of programming language history and comparison of procedural and object-oriented paradigms is supported through simple examples, alongside the inclusion of short reflective or discussion-based activities that connect computing concepts to broader societal and cultural contexts.
3. Problem Solving and Algorithms
 1. Application of problem-solving and algorithm design techniques to develop, implement, and debug C++ programs.
4. Fundamental Programming Concepts
 1. Implementation of basic C++ syntax, data types, control structures, functions, and simple file I/O in structured programs.
5. One-Dimensional Arrays in C++
 1. Use of one-dimensional arrays to store, process, and analyze data in C++ programs.
6. Two-Dimensional Arrays in C++
 1. Creation and use of two-dimensional arrays for tabular data processing and basic matrix operations.
7. C++ Strings

1. Application of C++ string operations and methods for text manipulation and comparison with C-style strings.
8. Vectors in C++
 1. Use of vectors for dynamic data storage and processing, including functions using vectors as parameters and returns.
9. C++ Structs
 1. Definition and use of structures to group related data and pass structured data to functions.
10. C/C++ Enumerated Data Types
 1. Creation and use of enumerated data types and integration within structures for organized data representation.
11. Binary File Input/Output
 1. Implementation of sequential and random binary file processing for reading and writing structured data.

Methods of Instruction:

1. Lecture
2. Demonstration
3. Classroom Activity - Hands-on programming assignments that allow the students to design, write, and troubleshoot programs using C++ to understand data structures and algorithms.
4. Lab
5. Projects

Methods of Evaluation

- A. Class Participation
 1. Participate in class discussions during class, each class taught.
- B. Exams/Tests
 1. Mid-term and Final Exams. Minimum of two per semester
- C. Lab Activities
 1. Working out classroom activities ensuring lecture content retention, each class taught
- D. Projects
 1. Programming Projects testing the students retention of lecture and lab materials. Project(s) will be given at the conclusion of each chapter during class.
- E. Quizzes
 1. Quizzes for each chapter of the text as completed during class.

Typical Outside-of-Class Assignments

- A. Project:
 1. Create a C++ program that inputs, displays and finds the maximum, minimum and mean values of an array of decimal numbers.
 2. Create a C++ program that reads a file of words, then finds and reports the number of words longer than a given length.
 3. Create a C++ program that allows the user to manage inventory information for a store selling a specified kind of items, including inserting and removing items, editing item properties, and

- recording and querying sales data.
4. Create a C++ program that facilitates the playing of a simple two-player game, enforcing game rules, validating players' input, tracking player turns and scores, and determining whether end-game conditions are met.
 5. Create a multiple file C++ project which includes header and source files containing constants, function prototypes and function definitions

Textbooks (Typical):

Textbook:

1. Bjarne Stroustrup *Programming: Principles and Practice Using C++*. 2nd ed., Addison-Wesley, 2014.
2. Bjarne Stroustrup *A Tour of C++*. Third Edition ed., Addison-Wesley, 2022.
3. Tony Gaddis *Starting Out with C++: Early Objects*. 10th ed., Pearson, 2024.
4. Tony Gaddis *Starting Out with C++: From Control Structures through Objects*. 10th ed., Pearson, 2021.

Other Materials Required of Students

1. It is strongly recommended that each student have a portable storage device (e.g, USB drive) and/or access to an individual account of a cloud-storage service..

Equity Based Curriculum

- Course Content

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.

CS1 is an introductory course intended to be accessible to any interested students, regardless of prior experience. In recent years, student demand for this course has increased significantly, and the current academic year has 5 sections of CS1 altogether. As enrollment continues to increase, offering some CS1 sections as DE will both support broad access to the course and maintain the ability to offer sufficient sections within physical space constraints.

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

The department coordinator made the decision after discussing it with remaining Computer Studies colleagues and the division 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: The instructor will regularly contact students through an all-class email list, and will be readily accessible for questions and help by email at least once 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: When offered in DE format, the course will have an ongoing discussion board as a component of student activities and instructor-student interaction at least once monthly.
- **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 weekly.
- **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 weekly.
- **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 on a weekly basis.

- **Other:**

Frequency: Students will be able to post examples of their own work, including code, to the course discussion forum or other online environment at the discretion of the instructor.

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: 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.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Assessments in the course will include assessments that students complete asynchronously and online at least twice 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 the discretion of the instructor.

- **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

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

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

CCC000612114

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

- C. Course is not transferrable to fulfill general education mathematics or quantitative reasoning at a four-year institution, but fulfills local general education requirements for Analytical Thinking or Mathematics Competency as outlined in Title 5 section 55063

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

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 at 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

Credit for Prior Learning: CS 45 - Database Programming

Credit for Prior Learning: CS 45 - Database Programming (Launched)

compared with

CS 45 - Database Programming (Active - Implemented 08-15-2025)

**Admin Outline for Computer Science 45
Database Programming**

Effective: Fall 2025

Catalog Description:**CS 45 - Database Programming
4.00 Units**

Design and manage databases and explore dynamic applications that interact with databases using compiled and interpreted client/server programming languages. Learn databases concepts, relational database principles, database design/modeling techniques, and Structured Query Language (SQL). Usage of databases in distributed environments, cloud-based systems, and big data analytics.

3 Units Lecture 1 Units Lab

Prerequisite(s):

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

- CS 1 **or** CS 7 **or** CS 31

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:

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 successful completion of CS 45, students will be able to convert business rules into a database design to support such rules.
- B. Upon successful completion of CS 45, students will be able to develop applications using both relational and non-relational (no-sql) database systems.
- C. Upon successful completion of CS 45, students will be able to implement a data model on both local and server-based RDBMS systems.

Course Objectives:

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

- A. Explain the use of databases and information systems in the business environment
- B. Design multiple database systems using hierarchical, network, relational, and object-oriented data models
- C. Explain database design concepts and the role of database components
- D. Effectively use the database design process to implement a third normal form database using industry-standard relational database server engines (RDBMS)
- E. Write, compile, test, and debug programs which utilize RDBMS technologies using languages such as Python, Java, C, and C++
- F. Design, program, and test user interfaces which utilize RDBMS technologies
- G. Design and program Structured Query Language (SQL) statements including the SELECT, INSERT, MODIFY, DELETE, projections, joins, Data Definition Language, and built-in functions
- H. Design and program client-server applications using relational databases as the primary data store
 - I. Create, modify, and convert databases using the Data Definition Language from multiple database engines/technologies
 - J. Implement database views and stored procedures
- K. Design and implement a security model for any RDBMS with focus on internet security intrusions
- L. Explain and implement advanced database concepts such as data warehousing, Big-Data analytics, transaction management, concurrency control, and distributed database systems
- M. Select debugging and testing methodologies, and develop comprehensive test plans to be executed on previously designed and implemented projects

Course Content:

Lecture:

- 1. Introduction – Database Systems and Database Design
- 2. Relational Database Concepts and Database Modeling
- 3. Implementation and Management of Relational Database Servers

4. Structured Query Language (SQL)
 1. The SELECT statement
 2. Projection
 3. Joins
 4. Data Definition Language
 5. Procedural and Embedded SQL
 6. Query Optimization
5. RDBMS Programming Concepts (Java, Python, C, C++, PHP)
6. User Interface Design and Implementation
7. Distributed and Cloud-Based Database Management Systems
8. Business Intelligence and Data Warehousing
9. Big Data Analytics using C++/Python/R

Lab Activities:

1. Database Design
2. Database Modeling
3. Implementing a Relational Database Design
4. Structured Query Language (SQL)
5. Connecting to a RDBMS in Programming Environments
6. User Interface Design and Implementation for RDBMS
7. Creating and Designing a Distributed and/or Cloud-Based Database
8. Performing Big Data Analytics

Methods of Instruction:

1. Student Presentations - Development and presentation of a fully defined RDBMS design for client/server applications
2. Demonstration
3. Lecture
4. Classroom Activity - Implementation of example database systems and designs as individuals or in-class teams
5. Projects - Programming projects, including design, completed individually and in teams
6. Discussion - Overview of design ideas and implementation of team-based RDBMS projects
7. Lab programming assignments

Methods of Evaluation

- A. Class Participation
 1. Expect students to ask questions, work in teams, and contribute to online discussion boards every week
- B. Exams/Tests
 1. At least two exams
- C. Home Work
 1. Programming and design projects will be given to students during off-hours to assure they understand concepts taught during class. Frequency: Homework will normally be required for each chapter of the text, so weekly if a chapter is finished in this amount of time.

D. Lab Activities

1. In-class projects will be assigned to strengthen the student's ability to apply concepts learned during lecture. Frequency: Each class

E. Projects

1. Any number of projects which will demonstrate the student's ability to perform the tasks taught during the course. Frequency: Projects will normally be required for each chapter of the text, so weekly if a chapter is finished in this amount of time.

F. Quizzes

1. Quizzes for each chapter of the book and for extra material provided by the instructor. Frequency: this could be done weekly, or when a chapter is completed.

Typical Outside-of-Class Assignments

A. Other:

1. Design a cross-platform database implemented using MySQL, DB2, or Oracle database engines and present the database design to the class.
2. Design and implement a program which uses the previously approved design with either a CLI or GUI, showing the full capabilities of the database in a cloud-based environment.
3. Write a browser-based database application which uses a previously designed and approved database solution and compare/contrast the differences it has with cloud-based applications.

Textbooks (Typical):

Textbook:

1. Robin Nixon *Learning PHP, MySQL & JavaScript*. 7th ed., O'Reilly, 2024.
2. Carlos Coronel, Steven Morris *Database Systems*. 14th ed., Cengage, 2023.
3. David Kroenke, David Auer, Scott Vandenberg, Robert Yoder *Database Processing: Fundamentals, Design, and Implementation*. 16th ed., Pearson, 2022.

Software:

1. DB2 Developers Edition. IBM, (11.5/e).
2. MySQL Client/Server. Oracle, (8/e).

Other Materials Required of Students

1. Optional: A personal computer (Windows or Macintosh) to be able to work from home.
2. USB thumb drive, memory stick, disk drive, or cloud-based storage device for saving class work.

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Assignments
- Methods of Evaluation
- Typical Texts
- DE Course Interaction

Requisite Validation

A. CS 1

Content Review

Required

- Interpret and apply C++ control structures for sequencing, selection and iteration.
- Create and interpret expressions involving arithmetic and logical operators;
- Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.
- Modify and expand short programs that use standard conditional and iterative control structures and functions.
- Choose appropriate conditional and iteration constructs for a given programming task.

Recommended

- ~~Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.~~
- ~~Describe and apply effective debugging strategies.~~
- ~~Discuss and apply the concept of algorithms in problem-solving processes.~~
- Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management :
- ~~Analyze and explain the behavior of simple programs.~~
- ~~Interpret and apply arrays and simple programmer-defined data structures in C++ .~~
- Design, implement, test, and debug programs using basic computation, simple I/O, standard conditional and iterative structures, and the definition of functions.
- Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
- Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.
- Describe and apply effective debugging strategies.
- Discuss and apply the concept of algorithms in problem-solving processes.
- Analyze and explain the behavior of simple programs.
- Interpret and apply arrays and simple programmer-defined data structures in C++.

Not Necessary Skills

- ~~Interpret and implement programmer-defined functions in C++.~~
- ~~Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.~~
- Describe, interpret and apply the mechanics of parameter passing.
- Apply the techniques of structured (functional) decomposition to break a program into smaller pieces .
- Interpret and implement programmer-defined functions in C++.
- Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms .

B. CS 7

Content Review

Required

- Design and implement specific program steps and components to achieve desired program behavior.

- Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.

Recommended

- Design and implement simple graphical and command line user interfaces implementing the students algorithms.
- Analyze and investigate program behavior to effectively alter or debug existing code.
- Design simple algorithms to solve a variety programming problems.
- 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 :
- ~~Design and implement simple graphical and command line user interfaces implementing the students algorithms.~~
- ~~Analyze and investigate program behavior to effectively alter or debug existing code .~~

Not Necessary Skills

- Explain what an algorithm is and its importance in computer programming.
- Describe the software development life-cycle.

C. CS 31

Content Review

Required

- Create Java programs using JDBC and Relational Database Management Systems (RDBMS) such as MySQL, DB2 and/or Oracle.

Recommended

- Write, compile, test and debug java programs and applets using both command line and integrated development environments;
- Design and implement both built-in and complex Java data types and variables.
- Understand and implement Java multi-dimensional arrays and vectors.

Not Necessary Skills

- ~~Design and implement both command line and graphical user interfaces using Java built-in classes.~~
- ~~Create java programs that implement standard data structures such as queues, linked lists, stacks, trees and hash tables.~~
- Explain and apply basic principles of software engineering.
- Apply file input/output within the implementation of a program using both sequential and random data access methodologies.
- Design and implement Java classes including inheritance within a class hierarchy.
- Design and implement event-driven programs;
- Design and implement programs accessing network resources and client/server protocols.
- Create Java programs that use linear and binary search algorithms.
- Design and implement Java constructors and other methods within a class .
- Design and implement both command line and graphical user interfaces using Java built-in classes.

- [Create java programs that implement standard data structures such as queues, linked lists, stacks, trees and hash tables .](#)
- Create Java programs that use one or more sorting algorithms (e.g., bubble, insertion, selection, shell, quick).
- Design and implement multi-threaded Java applications.

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, being based on computers and technology, lends itself well to distance education. The course content can be delivered in-person or virtually, while still keeping the same rigor of a traditional face-to-face offering. This also gives students more flexibility.

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 or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings will provide another avenue for our students to access our courses.

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: As given (typically weekly or bi-weekly)
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly

Student-Student Interaction

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

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Weekly or bi-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 or bi-weekly
- **Other:**
Frequency: Monthly

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 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

CCC000351413

CB03: TOP Code

070710 - Computer Programming

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

Credit for Prior Learning: EMS 10 - Paramedic Theory 1

Credit for Prior Learning: EMS 10 - Paramedic Theory 1 (Launched)

compared with

EMS 10 - Paramedic Theory 1 (Active - Implemented 08-15-2026)

**Admin Outline for Emergency Medical Services 10
Paramedic Theory 1**

Effective: Fall 2026

Catalog Description:

**EMS 10 - Paramedic Theory 1
8.00 Units**

General paramedic didactic education and training following the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes cognitive content associated with: preparatory, anatomy and physiology, pharmacology, airway management, patient assessment, and trauma patient management.

8 Units Lecture

Prerequisite(s):

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

- EMS 62
- BIO 50
- EMS 20

Corequisite:

- EMS 12

Enrollment Limitation:

- Documentation from current and/or previous employer(s) verifying six-month full-time experience or 1,000 hours of part time work experience as an EMT (Prehospital experience preferred) that provides direct patient care. Work experience can be either paid or volunteer experience

Total Lecture Hours	144
Total Inside of Class Hours	144
Total Outside of Class Hours	288
Total Student Learning Hours	432

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Emergency Medical Technologies.

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. Describe the function of the Emergency Medical System and it's historical development.
- B. Assess and discuss respiratory emergencies, and utilize airway tools to treat patients.
- C. Discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries.

Course Objectives:

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

- A. Integrate comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.
- B. Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems
- C. Integrate comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.
- D. Integrate comprehensive knowledge of pathophysiology of major human systems
- E. Integrate comprehensive knowledge of life span development.
- F. Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
- G. Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
- H. Integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.

- I. Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.
- J. Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient
- K. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
- L. Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.

Course Content:

- 1. Preparatory
 - 1. EMS Systems
 - 1. Continuous quality improvement
 - 2. Research
 - 1. Statistics
 - 2. Peer reviewed literature
 - 3. Types of research studies
 - 4. Evidence based medicine
 - 3. Workforce Safety and Wellness
 - 1. Blood borne pathogens
 - 2. Personal protective equipment
 - 3. Stress management
 - 4. Proper patient handling techniques
 - 4. Documentation
 - 1. Electronic charting
 - 5. EMS System Communication
 - 6. Therapeutic Communication
 - 7. Medical/Legal and Ethics
 - 1. HIPAA
 - 2. FMLA
 - 3. Mandatory reporting of elder and child Abuse
 - 4. Paramedic scope of practice
 - 5. Advance Directives
- 2. Anatomy and Physiology
 - 1. Basic cellular review
 - 2. The cellular environment
 - 1. Osmosis
 - 2. Diffusion
 - 3. Mediated transport
 - 3. The immune system
 - 1. Humoral immune response
 - 2. Cell mediated immune response
 - 3. Fetal and neonatal immune function
 - 4. Inflammation

1. Mast cells
 2. Cellular components of inflammation
 3. Systemic responses of acute inflammation
5. Variances in inflammation and the immune system
 1. Hypersensitivity
 2. allergy
 3. autoimmunity
 4. isoimmunity
6. Medical Terminology
7. Pathophysiology
3. Life span Development
 1. Infancy
 2. Toddler
 3. School Age
 4. Adolescence
 5. Early Adulthood
 6. Middle Adulthood
 7. Late Adulthood
 8. End of Life Issues
4. Public Health
5. Pharmacology
 1. Principles of Pharmacology
 1. Pharmacokinetics
 2. Medication Administration
 1. Intravenous
 2. Intramuscular
 3. Subcutaneous
 4. Sublingual
 5. Transdermal
 3. Emergency Medications
 1. Adenosine
 2. Albuterol
 3. Amiodarone
 4. Amyl Nitrite
 5. Aspirin
 6. Atropine
 7. Dextrose (50%, 25%, 10%)
 8. Diazepam
 9. Diltiazem
 10. Diphenhydramine HCl
 11. Dopamine
 12. Epinephrine
 13. Fentanyl
 14. Glucagon
 15. Glucose

16. Intravenous Fluids

1. Normal saline
2. Dextrose 5% in water

17. Ipratropium

18. Lidocaine

19. Lorazepam

20. Magnesium

21. Midazolam

22. Morphine

23. Naloxone

24. Nitroglycerin

25. Ondansetron

26. Oxygen

27. Oxytocin

28. Promethazine HCl

29. Thiamine

6. Airway management, Respirations and Artificial Ventilation

1. Basic and Advanced Airway Management

1. Oropharyngeal airway
2. Orotracheal intubation
3. Retrograde intubation
4. Video assisted intubation
5. Percutaneous cricothyrotomy

2. Respiration

1. Gas exchange at the cellular level
2. Pathophysiology of emphysema
3. Pathophysiology of ventilation perfusion mismatch

3. Artificial Ventilation

1. Bag valve mask
2. BiPAP
3. CPAP
4. PEEP

7. Patient Assessment

1. Scene Size-up
2. Primary Assessment
3. History Taking
4. Secondary Assessment
5. Monitoring Devices
6. Reassessment
7. Diagnosis and treatment of traumatic disorders

8. Trauma Overview

1. Bleeding
2. Chest Trauma
3. Abdominal and Genitourinary Trauma
4. Orthopedic Trauma

5. Soft Tissue Trauma
 6. Head, Face, Neck and Spinal Trauma
 7. Nervous System Trauma
 8. Special Considerations in Trauma
 9. Environmental Emergencies
 10. Multi-System Trauma
9. Shock and Resuscitation
 1. Fluid resuscitation
 2. Permissive hypotension
 3. Wound control

Methods of Instruction:

1. Audio-visual Activity - Students will watch videos before class illustrating parts of the lecture and in class to gain further instruction on procedures of managing emergencies.
2. Classroom Activity - Students will work in assigned groups to test each other on medications and their actions, definitions of medical emergency conditions, and proper treatment protocols.
3. Lecture - Instructor will start with a brief lecture of the important points of the lecture and review them with the students.
4. Projects - Students will work in class and out of class to create models of how the lung works as an example. Students will also work in groups to evaluate a peer reviewed scientific journal article involving prehospital medical or trauma care.
5. Student Presentations - Students will present for example the flow of circulation of blood in the circulatory system and how derangement of the normal flow will cause an emergency condition. Another example would be how to properly prepare a nebulizer apparatus to deliver medication to a patient suffering an asthma attack.
6. Written Exercises - Students will prepare essays and prehospital care reports as homework to show how they would treat a simulated patient.
7. Learning Management System - Student will participate in discussions online and complete other online tasks

Methods of Evaluation

- A. Class Participation
 1. Each class session
- B. Class Work
 1. Each class session
- C. Exams/Tests
 1. Four modular exams on Introduction and Anatomy & Physiology Concepts, Pharmacology and Patient Assessment, Airway and Shoc Trauma
- D. Group Projects
 1. Once
- E. Home Work
 1. Weekly

F. Oral Presentation

1. Once

G. Quizzes

1. Weekly

Typical Outside-of-Class Assignments

A. Reading:

1. Read Chapter 4 Medical, Ethical, Legal Issues

B. Writing:

1. Prepare a 1 page patient care report on a trauma emergency

C. Project:

1. View case scenarios of paramedics properly working together to manage an emergency incident

Textbooks (Typical):

Textbook:

1. National Association of Emergency Medical Technicians *Prehospital Trauma Life Support*. 10th ed., Jones and Bartlett Learning, 2024.
2. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.

Other Materials Required of Students

1. Access to a computer with an internet connection..
2. Student must provide protective equipment such as safety glasses, gloves, surgical face masks, N-95 masks..
3. Students must provide a uniform shirt with program patches on sleeves..

Equity Based Curriculum

Requisite Validation

A. EMS 62

Content Review

Required

- Utilize components of medical terms
- Combine prefixes, word roots, and suffixes to create medical terms
- Use anatomical, diagnostic, surgical and additional medical terms as they relate to each body system
- Construct and combine compound words
- Pronounce medical terms
- Write medical terms using correct spelling
- Use standard medical abbreviations appropriately

B. BIO 50

Content Review

Required

- Develop necessary background for further health and medical science coursework

- Solve conceptual and practical anatomy and physiology problems
- Make a cursory evaluation of pathological states
- Use anatomical and physiological terminology
- Explain the role of individual organs in maintaining homeostasis and predict the major effects of upsetting the function of each organ
- Relate structure to function in the organs and tissues
- Explain basic structural organization and function of the major tissues, organs, and organ systems of the human body

C. EMS 20

Content Review

Required

- Demonstrate principles of safely and correctly administering medications within the EMT scope of practice and identifying those medications
- Differentiate communication strategies for different ages, stage of development, patients with special needs, and diverse cultures
- Discuss wellness issues such as stress management, body mechanics, lifting techniques, and use of personal protective equipment
- Prevent disease transmission through the use of body substance isolation principles
- Assist paramedics with the delivery of advanced life support within the EMT scope of practice
- Explain the medical/legal aspects of emergency care and issues related to proper documentation, confidentiality statutes such as HIPAA and ethics
- Demonstrate the proper use and maintenance of all biomedical equipment used by the EMT
- Manage a multi-casualty incident
- Demonstrate psychomotor competencies of all skills and interventions within the EMT scope of practice according to the standards of the National Registry of Emergency Medical Technicians
- Perform rapid, comprehensive, and accurate patient assessments
- Recognize conditions and situations that require pre-hospital care and/or stabilization
- Describe how an EMT functions within the Alameda County EMS System and the established policies, procedures, and protocols
- Explain the roles and responsibilities of the EMT

D. Non Course Requirements

Documentation from current and/or previous employer(s) verifying six-month full-time experience or 1,000 hours of part time work experience as an EMT (Prehospital experience preferred) that provides direct patient care. Work experience can be either paid or volunteer experience

Content Review

DE Proposal

Delivery Methods

- **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.

In discussions with my Discipline colleagues, it was important to find a way to offer this class in the event of an emergency and for the needs of different student populations. EMS courses are career education courses that fulfill a vital role in ensuring that there is an adequate number of paramedics and EMT's graduating from training programs to fill job vacancies.

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

The decision was made after discussion with colleagues, our Dean, and hearing from students who wanted to continue their education.

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 once every two weeks.

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Participate in 3 discussion board interactions a week and provide feedback to students on a weekly basis.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on every homework, quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Two announcements per week related to coursework.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Five Facebook posts 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: The face to face meetings will be case studies in the classroom and scenarios. The frequency of meetings will be twice weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Weekly chat discussions

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: Two per semester
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Once a week
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Five chat sessions per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Once a semester to discuss the presentation of a peer reviewed medical journal article.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Two 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: Two 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: Minimum of ten quizzes, three high stakes exams, and one final.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Two synchronous lectures per week.

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Ten per semester

- **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: One per semester

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*

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 - 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.

Current ~~(not State expired) National Registered~~ recognized Paramedic ~~certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority:~~

~~Courses: EMS 10, 11, 12, 13, 16, and 17~~ credential

Codes and Dates

Course CB Codes

CB00: State ID

CCC000658227

CB03: TOP Code

125100 - Paramedic

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

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

C - Is part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: EMS 11 - Paramedic Theory 2

Credit for Prior Learning: EMS 11 - Paramedic Theory 2 (Launched)
compared with
EMS 11 - Paramedic Theory 2 (Active - Implemented 08-15-2026)

**Admin Outline for Emergency Medical Services 11
Paramedic Theory 2
Effective: Fall 2026****Catalog Description:****EMS 11 - Paramedic Theory 2
8.00 Units**

This course provides paramedic didactic education and training following the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes cognitive content associated with Medical emergencies, special patient populations, and EMS operations.

8 Units Lecture

Prerequisite(s):

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

- EMS 10
- EMS 12

Corequisite:

- EMS 13

Total Lecture Hours	144
Total Inside of Class Hours	144
Total Outside of Class Hours	288
Total Student Learning Hours	432

Course Grading:

~~Letter-Grade-Only~~ Optional

Justification for course proposal

Discipline:

Emergency Medical Technologies.

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 a differential diagnosis of the emergency syndromes when evaluating a pediatric patient with shortness of breath.
- B. Perform the correct emergency medical treatment for the condition observed when presented with a clinical condition identified by a 12-lead electrocardiogram.
- C. Read and interpret a 12-lead electrocardiogram in order to describe a syndrome under the umbrella of Acute Coronary Syndromes.

Course Objectives:

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

- A. Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint
- B. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
- C. Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.
- D. Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.
- E. Consider operational roles and responsibilities to ensure safe patient, public, and personnel safety.

Course Content:

1. Medicine
 1. Medical Overview
 2. Neurology
 1. Altered mental status
 2. Stroke
 3. Transient Ischemic Attack
 4. Seizures
 5. Headache
 6. Dementia/Parkinsons
 7. Wernicke's encephalopathy
 3. Abdominal and Gastrointestinal Disorders
 1. Peptic ulcer disease

2. Colitis
3. Crohn's Disease
4. Bowel obstruction
5. Hernia
4. Immunology
 1. Rheumatoid arthritis
 2. Lupus
 3. Anaphalaxis
5. Infectious Diseases
 1. Tuberculosis
 2. AIDS
 3. SARS
 4. Hepatitis
 5. Pneumonia
 6. Meningitis
 7. Lyme disease
 8. MRSA
6. Endocrine Disorders
 1. Diabetes mellitus
 2. Cushing's disease
 3. Hypo/Hyper thyroidism
7. Psychiatric
 1. Assessment of the acute psychiatric emergency
 2. Acute psychosis
 3. Agitated delirium
 4. Cognitive disorders
 5. Personality disorders
 6. Medication management of an acute psychiatric patient
8. Cardiovascular
 1. Acute Coronary Syndrome
 2. Cardiac Arrest
 3. Congestive Heart Failure
 4. Myocardial infarction
 5. Cardiac tamponade
 6. Cardiogenic shock
 7. Aortic aneurysm/dissection
 8. Thromboembolic disease
 9. Valvular disease
 10. Congenital heart disease
9. Toxicology
 1. Medication overdose
 2. Hallucinogens
 3. Opiates
 4. Alcoholism
 5. Household poisons

10. Respiratory

1. Emphysema
2. Pulmonary edema
3. Bronchitis

11. Hematology

1. Sickle cell disease
2. Hemophilia
3. Disseminated Intravascular Coagulation

12. Genitourinary/Renal

1. Kidney stones
2. Complications of renal dialysis

13. Gynecology

1. Vaginal bleeding
2. Care of the sexual assault patient
3. Pelvic inflammatory disease
4. Ovarian cysts

2. Non-Traumatic Musculoskeletal Disorders

3. Diseases of the Eyes, Ears, Nose and Throat

1. Hyphema
2. Epistaxis
3. Rhinitis
4. Pharyngitis
5. Peritonsillar abscess

4. Special Populations

1. Obstetrics

1. Complications related to pregnancy
 1. Gestational diabetes
2. Complications of labor
3. Complications of delivery
 1. Caudal or breech presentation
 2. Nuchal cord

2. Neonatal Care

1. Meconium post delivery
2. Hypothermia

3. Pediatrics

1. Assessment of the pediatric patient
2. Abuse and neglect

4. Geriatrics

1. Assessment of the geriatric patient
2. Abuse and neglect
3. Polypharmacy

5. Patients with Special Challenges

1. Homelessness and Poverty
2. Bariatric patient
3. Hospice patients

4. Tracheostomy patients
 5. Developmentally disabled patients
5. EMS Operations
 1. Principles of Safely Operating a Ground Ambulance
 2. Incident Management
 3. Multiple Casualty Incidents
 1. Scene size up
 2. Vehicle apparatus positioning
 3. START Triage
 4. Hazardous Materials Awareness
 5. Mass Casualty Incidents due to Terrorism and Disaster
 1. Situational awareness of scene safety
 2. Use of personal protective equipment

Methods of Instruction:

1. Written Exercises - Students will prepare essays and prehospital care reports as homework to show how they would treat a simulated patient.
2. Student Presentations - Students will present for example the flow of circulation of blood in the circulatory system and how derangement of the normal flow will cause an emergency condition. Another example would be how to properly prepare a nebulizer apparatus to deliver medication to a patient suffering an asthma attack.
3. Audio-visual Activity - Students will watch videos before class illustrating parts of the lecture and in class to gain further instruction on procedures of managing emergencies.
4. Lecture - Instructor will start with a brief lecture of the important points of the lecture and review them with the students.
5. Classroom Activity - Students will work in assigned groups to test each other on medications and their actions, definitions of medical emergency conditions, and proper treatment protocols.
6. Student Presentations - Students will present for example the flow of circulation of blood in the circulatory system and how derangement of the normal flow will cause an emergency condition. Another example would be how to properly prepare a nebulizer apparatus to deliver medication to a patient suffering an asthma attack.

Methods of Evaluation

- A. Class Participation
 1. Per class session
- B. Exams/Tests
 1. Monthly
- C. Group Projects
 1. Once a semester
- D. Home Work
 1. Weekly
- E. Oral Presentation
 1. Once a semester
- F. Quizzes

1. Weekly

Typical Outside-of-Class Assignments

A. Reading:

1. Read Chapter 45 on Obstetrics

B. Writing:

1. Prepare a report on the simulated patient case involving nuchal cord presentation

C. Project:

1. Give oral presentations on the Nuchal cord case to the class and instructor.

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. Barbara Aehlert & Tim Phalen *The 12-Lead ECG in Acute Coronary Syndrome*. 5th ed., Elsevier , 2025.
3. American Heart Association *Advanced Cardiac Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
4. National Association of Emergency Medical Technicians *AMLS: Advanced Medical Life Support*. 4th ed., Jones and Bartlett Learning, 2025.
5. American Heart Association *Pediatric Advanced Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
6. National Association of Emergency Medical Technicians (NAEMT) *EPC: Emergency Pediatric Care 4e with Course Manual*. 4th ed., Jones and Bartlett Publishing, 2022.
7. National Association of Emergency Medical Technicians (NAEMT) *TECC: Tactical Emergency Casualty Care*. 2nd ed., Jones and Bartlett Publishing, 2020.

Software:

1. EMCE , (/e).

Other Materials Required of Students

1. Computer access with an internet connection.
2. Students must also purchase uniform shirt with program patches on sleeves..

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Validation

A. EMS 10

Content Review

Required

- Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.
- Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
- Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient
- Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.
- Integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
- Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
- Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
- Integrate comprehensive knowledge of life span development.
- Integrate comprehensive knowledge of pathophysiology of major human systems
- Integrate comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.
- Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems
- Integrate comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.

B. EMS 12

Content Review

Required

- Formulate a comprehensive treatment/disposition plan for an acutely injured patient.
- Identify assessment findings of a simulated patient presentation and formulate a field treatment plan for a patient with a major traumatic systems and minor traumatic injuries.
- Perform the following procedures under the guidance of a clinical laboratory instructor
Intraosseous insertion of an IO needle, enteral and parenteral administration of approved prescription medications, Access indwelling catheters and implanted central IV ports, administer medications by IV infusion, Maintain infusion of blood or blood products, perform blood sampling, thrombolytic initiation, administer physician approved medications, place a Morgan Lens.
- Secure a patent airway using an endotracheal tube, King LT airway or other supraglottic airway device.
- Perform the suctioning technique in the following situations: Oropharyngeal, Endotracheal, Nasopharyngeal, Tracheotomy.
- Describe In step-by-step fashion, the generic procedure of rapid sequence intubation.

- Discuss the assessment and management of adequate and inadequate ventilation.
- Demonstrate knowledge of the following topics: Anatomy of the respiratory system, physiology, and pathophysiology of respiration of pulmonary ventilation, oxygenation and respiration, assessment and management of adequate and inadequate respiration, supplemental oxygen therapy.
- Using a comprehensive knowledge of anatomy, physiologies, and pathophysiology of the respiratory system, construct an assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
- Perform the following tasks according to the NREMT ALS Psychomotor Skill Sheet Standards: withdraw solutions from ampoules and vials with an appropriately sized syringe, assemble a preloaded syringe (e.g., Bristoject, Abbojet, preload cartridges, etc.), administer an IV push medication, administer IM injections via the: dorsogluteal, ventrogluteal, vastus lateralis, and deltoid sites, administer subcutaneous injections, calculate, mix, and administer an IV medication infusion using microdrip Tubing.
- Calculate and regulate the flow rate for an IV infusion given the volume, drop factor, and time frame.
- Identify medication routes of administration.
- Demonstrate knowledge of the following topics; Medication safety, medication legislation, medication naming, classifications and schedules; give various examples of medication interactions and medication toxicity.
- Apply to patient assessment and management, a fundamental knowledge of the medications carried by paramedics that may be administered to a patient during an emergency.
- Compare and contrast the names, mechanism of action, indications, contraindications, complications, routes of administration, side effects, interactions, dose, and any specific administration considerations, for all of the emergency medications and intravenous fluids utilized by the local training institution. Individual training programs have the authority to add any medication used locally by paramedic providers.
- Create a treatment plan intended to mitigate emergencies and improve the overall health of the patient using knowledge of emergency medical pharmacology.
- Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.
- Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
- Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.
- Perform psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: airway and breathing, patient assessment, pharmacologic interventions, and trauma patient management.
- Integrate and synthesize the multiple determinants of health and clinical care.
- Relate assessment findings to underlying pathological and physiological changes in the patient's condition.

DE Proposal

Delivery Methods

- **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.

In discussions with my Discipline colleagues, it was important to find a way to offer this class in the event of an emergency and deliver this class for the needs of different students. EMS courses are career education courses that fulfill a vital role in ensuring that there is an adequate number of paramedics and EMT's graduating from training programs to fill job vacancies.

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

The decision was made after discussion with colleagues, our Dean, and hearing from students who wanted to continue their education.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: The students will be required to interact on the discussion board twice weekly. Each student must make 5 contributions a week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: This will occur 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: Students will come to campus for face to face meetings in skills laboratories. Face to face interactions will include case studies and scenarios. The frequency will be twice a 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: Students will be required to make five contributions a week.
- **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 solve patient care scenarios

Student-Content Interaction

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Students will be required to submit one research paper a semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Weekly quizzes, monthly exams
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Once a week
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: One per semester
- **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 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 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.

Current ~~(not State expired) National Registered~~ recognized Paramedic ~~certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.~~
~~Courses: EMS 10, 11, 12, 13, 16, and 17~~ credential

Codes and Dates

Course CB Codes

CB00: State ID

CCC000658228

CB03: TOP Code

125100 - Paramedic

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

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

Credit for Prior Learning: EMS 12 - Paramedic Skills 1

Credit for Prior Learning: EMS 12 - Paramedic Skills 1 (Launched)
compared with
EMS 12 - Paramedic Skills 1 (Active - Implemented 08-15-2026)

**Admin Outline for Emergency Medical Services 12
Paramedic Skills 1
Effective: Fall 2026****Catalog Description:**

**EMS 12 - Paramedic Skills 1
4.00 Units**

Provides the skills portion of the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes psychomotor skills associated with: preparatory, anatomy and physiology, pharmacology, airway management, patient assessment, and trauma patient management.

1 Units Lecture 3 Units Lab

Corequisite:

- EMS 10

Total Lecture Hours	18
Total Lab Hours	162
Total Inside of Class Hours	180
Total Outside of Class Hours	36
Total Student Learning Hours	216

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Emergency Medical Technologies.

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 successful insertion of an endotracheal tube into a simulated trachea.
- B. Demonstrate the successful insertion of an intravenous catheter into a simulated vein.
- C. Perform medication calculations.
- D. Demonstrate the psychomotor skills related to medication administration, patient assessment, and airway management.
- E. Use a variety of skills from their completed portfolio to assess a patient and carry out appropriate treatment.

Course Objectives:

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

- A. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
- B. Integrate and synthesize the multiple determinants of health and clinical care.
- C. Perform psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: airway and breathing, patient assessment, pharmacologic interventions, and trauma patient management.
- D. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.
- E. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
- F. Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.
- G. Create a treatment plan intended to mitigate emergencies and improve the overall health of the patient using knowledge of emergency medical pharmacology.
- H. Compare and contrast the names, mechanism of action, indications, contraindications, complications, routes of administration, side effects, interactions, dose, and any specific administration considerations, for all of the emergency medications and intravenous fluids utilized by the local training institution. Individual training programs have the authority to add any medication used locally by paramedic providers.
- I. Apply to patient assessment and management, a fundamental knowledge of the medications carried by paramedics that may be administered to a patient during an emergency.
- J. Demonstrate knowledge of the following topics: Medication safety, medication legislation, medication naming, classifications and schedules; give various examples of medication interactions and medication toxicity.
- K. Identify medication routes of administration.
- L. Calculate and regulate the flow rate for an IV infusion given the volume, drop factor, and time frame.
- M. Perform the following tasks according to the NREMT ALS Psychomotor Skill Sheet Standards: withdraw solutions from ampoules and vials with an appropriately sized syringe, assemble a preloaded syringe (e.g., Bristoject, Abbojet, preload cartridges, etc.), administer an IV push medication, administer IM

- injections via the: dorsogluteal, ventrogluteal, vastus lateralis, and deltoid sites, administer subcutaneous injections, calculate, mix, and administer an IV medication infusion using microdrip Tubing.
- N. Using a comprehensive knowledge of anatomy, physiologies, and pathophysiology of the respiratory system, construct an assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
 - O. Demonstrate knowledge of the following topics: Anatomy of the respiratory system, physiology, and pathophysiology of respiration of pulmonary ventilation, oxygenation and respiration, assessment and management of adequate and inadequate respiration, supplemental oxygen therapy.
 - P. Discuss the assessment and management of adequate and inadequate ventilation.
 - Q. Describe In step-by-step fashion, the generic procedure of rapid sequence intubation.
 - R. Perform the suctioning technique in the following situations: Oropharyngeal, Endotracheal, Nasopharyngeal, Tracheotomy.
 - S. Secure a patent airway using an endotracheal tube, King LT airway or other supraglottic airway device.
 - T. Perform the following procedures under the guidance of a clinical laboratory instructor Intraosseous insertion of an IO needle, enteral and parenteral administration of approved prescription medications, Access indwelling catheters and implanted central IV ports, administer medications by IV infusion, Maintain infusion of blood or blood products, perform blood sampling, thrombolytic initiation, administer physician approved medications, place a Morgan Lens.
 - U. Identify assessment findings of a simulated patient presentation and formulate a field treatment plan for a patient with a major traumatic systems and minor traumatic injuries.
 - V. Formulate a comprehensive treatment/disposition plan for an acutely injured patient.

Course Content:

Lecture:

- 1. Airway and breathing
 - 1. BLS Airway and Oxygen Administration
 - 2. Esophageal-Tracheal Multi-Lumen Airways
 - 3. BiPAP/CPAP
 - 4. Needle Chest decompression
 - 5. Percutaneous cricothyroidotomy
 - 6. ETCO₂/Capnography
 - 7. Nasogastric/Orogastric Tube Placement
 - 8. Chest tube monitoring
 - 9. End tidal CO₂ monitoring
 - 10. Naso/orogastric tube insertion
 - 11. Oral and nasal endotracheal intubation
 - 12. Airway Obstruction removal by direct laryngoscopy
 - 13. Pulse oximetry devices
 - 14. Difficult airway techniques
 - 15. PEEP
- 2. Patient assessment
 - 1. Scene management/leadership
 - 2. History/Physical examination
 - 3. Field Impression
 - 4. Health screening and referrals

5. Use of mechanical monitors
 1. End Tidal CO2 monitors
 2. Pulse oximetry monitors
6. Blood chemistry analysis
3. Communication
 1. Therapeutic communications
 2. Culturally sensitive
 3. Documentation
 4. EMS system communications
4. Pharmacologic interventions
 1. Intraosseous insertion
 1. Adult
 2. Pediatric
 2. Enteral and parenteral administration of medications
 3. Administration techniques of medications
 1. Intramuscular
 2. Subcutaneous
 3. Sublingual
 4. Access indwelling catheters and implanted central IV ports
 5. Maintain infusion of blood or blood products
 6. Blood sampling
 7. Thrombolytic initiation
 8. Administer physician approved medications
5. Trauma patient care
 1. Rapid extrication techniques
 2. ABCDE assessment
 3. Spinal immobilization
 4. Splinting and bandaging
 5. Morgan lens
6. Simulated Patient Encounters:
 1. Trauma Patients
 2. Burn Patients

Lab Activities:

1. Basic Life Support CPR skills
 1. Adult CPR
 2. Adult Bag Valve Mask ventilation
 3. Child CPR
 4. Child Bag Valve Mask ventilation
 5. Infant CPR
 6. Infant Bag Valve Mask ventilation
2. EMT skills:
 1. Trauma Patient Assessment
 2. Medical Patient Assessment
 3. Bag-Valve-Mask Ventilation
 4. Oxygen administration

5. Cardiac Arrest Management with AED
6. Hemorrhage Control and Shock Management
7. Spinal Motion Restriction — Supine and Seated
8. Penetration Chest Injury
9. Epinephrine and Naloxone Administration
10. Childbirth & Neonatal Resuscitation
3. Pharmacology Skills
 1. Medication calculations
 2. Medicine administration preparation
 3. Peripheral IV insertion
 4. IV drip calculations
 5. Intraosseous insertion
 6. Intramuscular injection
 7. Subcutaneous injection
 8. Subdermal injection
 9. Phlebotomy draws
 10. IV Medication administration
4. Airway and Ventilation Skills
 1. OPA and NPA Insertion
 2. Oxygen Administration
 3. Supraglottic airway insertion
 4. BiPAP / CPAP application
 5. ETCO₂/Capnography application and interpretation
 6. Needle and surgical cricothyroidotomy
 7. Nasogastric/Orogastric Tube Placement
 8. Oral and nasal endotracheal intubation
 9. Video laryngoscopy
 10. Airway Obstruction removal by direct laryngoscopy
 11. Pulse oximetry devices
 12. Difficult airway techniques
 13. Medication Assisted Intubation
5. Trauma Patient Simulations with focus on assessments and applicable patient care skills
 1. Bleeding and shock scenarios - TXA administration, tourniquets, wound packing
 2. Burns scenarios - burn management
 3. Musculoskeletal injuries scenarios - standard splinting, traction splinting
 4. Soft Tissue Injuries scenarios - Bandaging
 5. Chest injuries scenarios - pleural decompression
 6. Abdominal and torso injuries scenarios - evisceration management
 7. Head injuries scenarios - controlled hyperventilation, helmet removal
 8. Spinal injuries scenarios - cervical collar application, long spineboard application, Kendrick Extrication device
 9. Environmental emergencies scenarios -
 10. Trauma Special populations scenarios
 11. Multisystem trauma scenarios

Methods of Instruction:

1. Classroom Activity - Students will develop various scenarios.
2. Discussion - Student will discuss various diagnosis and treatment options
3. Lab - Students will demonstrate various skills
4. Written Exercises - Students will complete drug sheets
5. Student Presentations - Students will present various student developed scenarios
6. Observation - Students will watch instructors demonstrate skills and running scenarios
7. Simulations - Students participate in scenarios related to course content in lead and assistant roles
8. Audio-visual Activity - Students will watch skills videos in preparation to perform skills
9. Lecture - Instructor provides a briefing on the important points related to the upcoming skill session.

Methods of Evaluation

- A. Class Participation
 1. Each class session
- B. Class Work
 1. Each class session
- C. Exams/Tests
 1. Three times a semester
- D. Lab Activities
 1. Each class session
- E. Quizzes
 1. Biweekly
- F. Simulation
 1. Several times during the semester

Typical Outside-of-Class Assignments

- A. Reading:
 1. Read Chapter 11, Medication Administration
- B. Writing:
 1. Write a Patient Care Report on scenario runned by student
- C. Other:
 1. Watch a video on the performance of a selected skill.

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. National Association of Emergency Medical Technicians *Prehospital Trauma Life Support*. 10th ed., Jones and Bartlett Learning, 2024.

Software:

1. EMCE. S2N Ventures, LLC dba EMCE, (No noted/e).

Other Materials Required of Students

1. Access to a computer with an internet connection.
2. Personal Protective Equipment including proper footwear, pants, and shirt. .

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **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.

In discussion with fellow faculty, we felt that there was a way to offer the course to provide more flexibility to working and non-traditional students via Partially Online.

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, and hearing from 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:

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

Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 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
- **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: Weekly

Student-Student Interaction

- **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: 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: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes weekly, Skills Test twice a semester, Final Skills 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: 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 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.

Current ~~(not State expired) National Registered~~ recognized Paramedic ~~certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.~~
~~Courses: EMS 10, 11, 12, 13, 16, and 17~~ credential

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601452

CB03: TOP Code

125100 - Paramedic

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

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

Credit for Prior Learning: EMS 13 - Paramedic Skills 2

Credit for Prior Learning: EMS 13 - Paramedic Skills 2 (Launched)
compared with
EMS 13 - Paramedic Skills 2 (Active - Implemented 08-15-2026)

**Admin Outline for Emergency Medical Services 13
Paramedic Skills 2
Effective: Fall 2026**

Catalog Description:

**EMS 13 - Paramedic Skills 2
4.00 Units**

Provides the skills portion of the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes psychomotor skills associated with: medical patient management, cardiac patient management, special populations, EMS operations, and simulated patient encounters.

1 Units Lecture 3 Units Lab

Corequisite:

- EMS 11

Total Lecture Hours	18
Total Lab Hours	162
Total Inside of Class Hours	180
Total Outside of Class Hours	36
Total Student Learning Hours	216

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Emergency Medical Technologies.

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. Manage and treat a pediatric patient in cardiac arrest using the standards of the American Heart Association Pediatric Advanced Life Support protocols.
- B. Manage and treat an adult patient in cardiac arrest using the standards of the American Heart Association Advanced Cardiac Life Support protocols.
- C. Properly identify a simulated dynamic and static electrocardiographic rhythm on a 4-lead ECG monitor and treat the syndrome signified by the ECG tracing.

Course Objectives:

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

- A. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient
- B. Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
- C. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
- D. Integrate and synthesize the multiple determinants of health and clinical care.
- E. Perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: medical patient management, cardiac patient management, special population patients, and simulated patient encounters.
- F. Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.

Course Content:

Lecture:

- 1. Medical Patient Management
 - 1. Initial assessment
 - 2. Focused physical examination
 - 3. Transport and destination decision
 - 4. Turnover to hospital staff
- 2. Medical Patient Care
 - 1. Pharmacologic interventions
 - 1. Paramedic scope of practice medications
 - 2. Recognition and identification of prescribed medications
 - 2. Non-pharmacologic interventions
 - 1. Use of Continuous Positive Airway Pressure ventilation (CPAP)
 - 3. Multi-lead EKG acquisition
 - 4. Rhythm interpretation
 - 1. Heart blocks

2. Atrial dysrhythmias
 3. Ventricular dysrhythmias
5. Electrical therapy
 1. defibrillation
 2. synchronized cardioversion
 3. transcutaneous pacing
6. Carotid massage
7. Blood chemistry analysis
8. Central line monitoring
9. IO insertion
10. IV insertion
11. Venous blood sampling
3. Special Population (OB, neonate, pediatric, geriatrics, patients with special challenges)
 1. Initial assessment
 2. Focused physical examination
 3. Pharmacologic interventions
 1. Use of Broselow Tape medication administration system
 4. Non-pharmacologic interventions
 1. High risk childbirth conditions
 5. Transport and destination decision
 6. Turnover to hospital staff
4. Simulated patient encounters
 1. Medical
 1. Cardiac Arrest patients
 2. Critical cardiac patients
 3. Critical respiratory patients
 4. Tactical medicine

Lab Activities:

1. ECG Rhythm Interpretation
 1. Normal Sinus Rhythm
 2. Sinus arrhythmia
 3. Sinus bradycardia
 4. Sinus tachycardia
 5. Supraventricular tachycardia
 6. Atrial flutter
 7. Atrial fibrillation
 8. Wandering atrial pacemaker
 9. Multifocal atrial tachycardia
10. Premature Atrial contraction
11. Junctional escape rhythm
12. Accelerated junctional rhythm
13. Junctional tachycardia
14. Premature junctional contraction
15. 1st degree heart block
16. 2nd degree heart block - Type 1

17. 2nd degree heart block - Type 2
18. 3rd degree heart block
19. Ventricular escape rhythm
20. Accelerated ventricular rhythm
21. Ventricular tachycardia
22. Ventricular fibrillation
23. Torsades de pointes
24. Asystole
25. Pulseless Electrical Activity
2. Advanced Cardiac Life Support Skills
 1. Defibrillation
 2. Synchronized Cardioversion
 3. Transcutaneous Pacing
 4. Carotid sinus massage
3. Medical Emergencies Simulations/Scenarios — Assessment and management including applicable pharmacological and non-pharmacological interventions
 1. Respiratory Emergencies
 2. Cardiac Emergencies
 3. Cardiac Arrest
 4. Neurological Emergencies
4. Special Population (OB, neonate, pediatric, geriatrics, patients with special challenges)
 1. Initial assessment
 2. Focused physical examination
 3. Pharmacologic interventions
 1. Use of Broselow Tape medication administration system
 4. Non-pharmacologic interventions
 1. High risk childbirth conditions
 5. Transport and destination decision
 6. Turnover to hospital staff

Methods of Instruction:

1. Student Presentations - Students will present various student developed scenarios
2. Written Exercises - Students will complete drug sheets and patient care reports
3. Observation - Students will watch instructors demonstrate skills and running scenarios
4. Simulations - Students participate in scenarios related to course content in lead and assistant roles
5. Lab - Students will demonstrate various skills
6. Audio-visual Activity - Students will watch skills videos in preparation to perform skills
7. Classroom Activity - Students will develop various scenarios
8. Discussion - Student will discuss various diagnosis and treatment options
9. Lecture - Instructor provides a briefing on the important points related to the upcoming skill session.

Methods of Evaluation

- A. Class Participation
 1. Each class session

- B. Exams/Tests
 - 1. Three times a semester
- C. Final Class Performance
 - 1. Final Scenarios evaluation
- D. Lab Activities
 - 1. Each class session
- E. Quizzes
 - 1. Biweekly
- F. Simulation
 - 1. Several times throughout the semester

Typical Outside-of-Class Assignments

- A. Other:
 - 1. Present a simulated patient case suffering from an inferior wall M.I. and discuss with the instructor and students the pitfalls of administering NTG and the benefit of a fluid bolus with analgesia.
- B. Writing:
 - 1. Prepare a written report on the proper medical treatment of an inferior myocardial infarction including the dangers of nitroglycerin administration.
- C. Reading:
 - 1. Read Chapter 30 on Hematology
- D. Laboratory:
 - 1. Demonstrate how to safely and properly locate patient electrodes on the chest for the acquisition of a 12 lead ECG, Acquire 12 lead ECG's from each other in the laboratory setting.

Textbooks (Typical):

Textbook:

- 1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
- 2. Barbara Aehlert & Tim Phalen *The 12-Lead ECG in Acute Coronary Syndrome*. 5th ed., Elsevier, 2025.
- 3. American Heart Association *Advanced Cardiac Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
- 4. National Association of Emergency Medical Technicians *AMLS: Advanced Medical Life Support*. 4th ed., Jones and Bartlett Learning, 2025.
- 5. American Heart Association *Pediatric Advanced Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
- 6. National Association of Emergency Medical Technicians (NAEMT) *EPC: Emergency Pediatric Care with Course Manual*. 4th ed., Jones and Bartlett Publishing, 2022.
- 7. National Association of Emergency Medical Technicians (NAEMT) *TECC: Tactical Emergency Casualty Care*. 2nd ed., Jones and Bartlett Publishing, 2020.

Software:

- 1. EMCE. S2N Ventures, LLC dba EMCE, (None noted/e).

Other Materials Required of Students

1. Access to a computer with an internet connection..
2. Personal protective equipment including proper footwear, pants, and shirt. .

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **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.

In discussion with fellow faculty, we felt that there was a way to offer the course to provide more flexibility to working and non-traditional students via Partially Online.

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, and hearing from 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:

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

Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 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
- **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: Weekly

Student-Student Interaction

- **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

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: Quizzes weekly, Skills Test twice a semester, Final Skills 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: 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 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.

Current ~~(not State expired) National Registered~~ recognized Paramedic ~~certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.~~

Courses: EMS 10, 11, 12, 13, 16, and 17 credential

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601453

CB03: TOP Code

125100 - Paramedic

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

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

Credit for Prior Learning: EMS 16 - Paramedic Clinical Internship

Credit for Prior Learning: EMS 16 - Paramedic Clinical Internship (Launched)
compared with
EMS 16 - Paramedic Clinical Internship (Active - Implemented 08-15-2025)

**Admin Outline for Emergency Medical Services 16
Paramedic Clinical Internship
Effective: Fall 2025****Catalog Description:**

**EMS 16 - Paramedic Clinical Internship
3.00 Units**

Occupational work experience course that provides instruction to enhance student's knowledge of emergency care in a clinical setting. Students are provided access to adequate numbers of patients, proportionally distributed by illness, injury, gender, age, and common problems encountered in the delivery of emergency care appropriate to the level of the Emergency Medical Services Profession(s). Hospital/clinical experiences include the operating room, recovery room, intensive care unit, coronary care unit, labor and delivery room, pediatrics, and emergency department, and include exposure to an adequate number of pediatric, obstetric, psychiatric, and geriatric patients.

3 Units Work Experience

Prerequisite(s):

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

- EMS 11
- EMS 13

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Emergency Medical Technologies.

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. Administer prehospital medications to the patient via the intramuscular route, intravenous route, nebulized route, and subcutaneous route.
- B. Deliver a patient care report to a physician, registered nurse, or paramedic that is accurate and describes the care delivered by the student.
- C. Perform a physical examination on a live patient with their consent and identify immediate life-threatening conditions that need to be treated.

Course Objectives:

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

- A. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of an actual patient in the emergency department
- B. Formulate a clinical diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
- C. Relate assessment findings to underlying pathological and physiological changes in the patient's condition
- D. Perform health screening and referrals
- E. Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome
- F. Identify and perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at the paramedic level
- G. Demonstrate exemplary professional behavior including but not limited to: integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time- management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service
- H. Report and document assessment findings and interventions
 - I. Perform skills required by local scope of practice policy
 - J. Perform 8 hours of observation in the Labor/Delivery ward of a hospital
- K. Perform 16 hours of observation in an operating room and successfully achieve 8 intubations on live patients. Student shall perform any intubations not achieved during observation time on a high fidelity simulation mannikin
- L. Perform 160 hours of paramedic scope of practice care in a hospital emergency department under the supervision of a physician or nurse clinical preceptor

Course Content:

1. Student shall experience patient encounters from diverse populations under the instruction of a clinical preceptor in a variety of clinical settings to include the following skills which are psychomotor skills in the paramedic's National, State, and Local scope of practice as registered by the NREMT:
 1. Emergency department

1. Intravenous access
2. Medication administration
3. Collection of 12 lead electrocardiogram
4. Assessment of emergent and non-emergent patients
5. Cardiopulmonary resuscitation
2. Surgical/Operating room
 1. Perform orotracheal intubation
3. Obstetric/Labor and delivery department
 1. Observe childbirth and communicate with the patient in a professional manner demonstrating empathy and respect for the patient's condition.
4. ICU and or CCU
 1. Observe medical care of critically ill patients
5. Psychiatric or behavioral
 1. Assessment of psychiatric emergencies at psychiatric emergency department and using data from assessment, formulate a clinical diagnosis based on the pathophysiological, epidemiological foundations for the diagnosis.
6. Geriatrics
 1. Perform health screening and refer patient to further care if appropriate
7. Pediatrics
 1. observe care of pediatric patients in pediatric clinic

Methods of Instruction:

1. Observation - Students will observe various healthcare providers in the Emergency Department and other patient care areas.
2. Clinical - Students will be precepted by registered nurses in the Emergency Department, ICU, Pediatric Clinic, Operating Room, and Labor and Delivery ward.
3. Discussion - Students will meet regularly with instructor to review clinical objectives, experiences, and assessments.
4. Written Exercises - Students will keep detailed records of clinical interactions as directed by instruction and preceptor.
5. On-the-job, supervised work experience - Students will be precepted by registered nurses in the Emergency Department, ICU, Pediatric Clinic, Operating Room, and Labor and Delivery ward.

Methods of Evaluation

- A. Individual consultation with employer
 1. On each scheduled shift
- B. Oral Presentation
 1. Each patient contact
- C. Simulation
 1. When needed
- D. Students in the clinical practicum will be precepted and monitored by emergency department registered nurses and physicians. The student will be evaluated by the preceptor every 40 hours as to their ability to safely administer medications, manage emergency patients, and accurately assess patients for their chief

complaint. Successful completion requires a satisfactory pass evaluation from the clinical preceptor after a minimum of 160 hours.

Typical Outside-of-Class Assignments

A. Other:

1. Demonstrate the safe and proper technique to administer intravenous midazolam.

B. Other:

1. Provide a verbal report to emergency department staff about a patient's chief complaint, signs and symptoms, and plan of treatment to the emergency physician

C. Writing:

1. Complete a patient care report for review by the clinical preceptor

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. Paula Derr, Mike McEvoy *Emergency & Critical Care Pocket Guide*. 9th ed., Jones & Bartlett Learning, 2025.

Manual:

1. LPC Faculty. Las Positas College Paramedic Program Field Training Clinical. Las Positas College Paramedic Program Faculty, 2025.

Software:

1. EMCE. S2N Ventures, LLC dba EMCE, (Unknown/e).

Other Materials Required of Students

1. Stethoscope and Sphygmomanometer.
2. Access to a computer to an internet connection.
3. Personal protective equipment including proper footwear, pants, and shirt (scrubs)..
4. Gown, Gloves, and N-95 mask to protect student from Exposure to dangerous virus'..

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Validation

A. EMS 11

Content Review

Required

- Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint

- Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
- Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.
- Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.
- Consider operational roles and responsibilities to ensure safe patient, public, and personnel safety.

B. EMS 13

Content Review

Required

- Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient
- Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
- Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
- Integrate and synthesize the multiple determinants of health and clinical care.
- Perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: medical patient management, cardiac patient management, special population patients, and simulated patient encounters.
- Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.

DE Proposal

Delivery Methods

- **Partially Online**
- **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.

Rationale for DE

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

In discussions with my Discipline colleagues, it was important to find a way to offer this class in the event of an emergency and for the needs of different student populations. EMS courses are career education courses that fulfill a vital role in ensuring that there is an adequate number of paramedics and EMT's graduating from training programs to fill job vacancies.

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

The decision was made after discussion with colleagues, our Dean, and hearing from students who wanted to continue their education.

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
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
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: Students will meet with faculty bi-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
- **Other:**
Frequency: Students will meet twice in the semester with the Instructor to discuss progress toward completion of internship

Student-Content Interaction

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Weekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: Monthly
- **Other:**
Frequency: Bi-weekly
- **Other:**
Frequency: A minimum of four face-to-face sessions interacting with content.

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

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.

^u Current ~~(not State expired) National Registered~~ recognized Paramedic ~~certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.~~
Courses: EMS 10, 11, 12, 13, 16, and 17^u credential

Codes and Dates

Course CB Codes

CB00: State ID

CCC000650808

CB03: TOP Code

125100 - Paramedic

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

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

C - Is 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 N - Course is not an upper division course

Credit for Prior Learning: EMS 17 - Paramedic Field Internship

Credit for Prior Learning: EMS 17 - Paramedic Field Internship (Launched)

compared with

EMS 17 - Paramedic Field Internship (Active - Implemented 08-15-2025)

**Admin Outline for Emergency Medical Services 17
Paramedic Field Internship**

Effective: Fall 2025

Catalog Description:

**EMS 17 - Paramedic Field Internship
9.00 Units**

This course provides experience and feedback to enhance student's knowledge of emergency care in a clinical setting. Requires a minimum of 486 hours, and students must document at least 40 advanced life support (ALS) patient contacts. Student will provide the full continuum of care from initial contact to transfer of care at the receiving facility for half of all ALS contacts. Students must obtain minimum competency as a Team Leader. The field internship provides the student with an opportunity to serve as team leader in a variety of pre-hospital advanced life support emergency medical situations.

9 Units Work Experience

Prerequisite(s):

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

- EMS 16

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Emergency Medical Technologies.

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. Manage an emergency in the out-of-hospital setting by directing the resources of the local fire department and support personnel from the ambulance provider.

Course Objectives:

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

- A. Understand the roles and responsibilities of a Paramedic within an EMS system
- B. Emphasize the importance of professionalism in paramedic practices and the importance of ethical behavior, appearance, and patient advocacy
- C. Value the importance of a variety of EMS systems designs and the role of medical direction in pre-hospital care
- D. Recognize the role of evidence-based medicine
- E. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of patients
- F. Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
- G. Differentiate the multiple determinants of health and clinical care
- H. Effectively communicate in a manner that is culturally relevant
 - I. Perform competently all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at paramedic level
- J. Demonstrate exemplary professional behavior including but not limited to: integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, scene management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of emergency care, feed-back and guidance
- K. Report and document assessment findings and interventions
- L. Collect and report data to be used for epidemiological and research purposes
- M. Consistently initiate or delegate scene control and effective management of bystanders
- N. Demonstrate leadership functions as required by the Team Leader

Course Content:

1. Safety and Work Environment
2. Universal Precautions
3. Crowd Control
4. Additional Assistance and Equipment
5. Primary Assessment and Intervention
6. Patient Information
7. Physical Examination
8. Assessment Interpretation
9. Chest Auscultation
10. Cardiac Rhythm Recognition
11. Patient Management
12. Patient Response to Therapy

13. Rapport with patient, family and bystanders
14. Rapport with Team Members from ambulance
15. Radio Report
16. Documentation
17. Working relationship with Team Members from allied agencies
18. Leadership
19. Professionalism
20. Feedback and Guidance
21. Inventory Maintenance
22. Equipment/Operation
23. Airway Management & Oxygen Therapy
24. Advanced Airways
25. Pleural Decompression
26. Defibrillation/Cardioversion
27. Intravenous Access
28. Bandaging/Splinting
29. Extrication/Patient Positioning
30. Spinal Immobilization
31. Drug Administration Technique
32. Drug Knowledge

Methods of Instruction:

1. Internships - Students will be precepted by licensed paramedic on an ALS unit with at least 50% on transport unit..
2. Written Exercises - Students will keep detailed records of patient interactions as directed by instructor and preceptor.
3. Observation - Students will observe various prehospital care providers.
4. On-the-job, supervised work experience - Students will be precepted by licensed paramedic on an ALS unit with at least 50% on transport unit..
5. Discussion - Students will meet regularly with instructor to review objectives, experiences, and assessments.

Methods of Evaluation

- A. Home Work
 1. at the paramedic field preceptor's discretion
- B. Papers
 1. one written report
- C. Simulation
 1. at the paramedic field preceptor's discretion
- D. Students shall be evaluated daily on a standardized report form developed by the California Paramedic Program Directors. Formative Assessment Summative Assessment Affective Assessment Psychomotor Assessment Students shall be summatively evaluated in a formative assessment of their progress at: 120 hours 240 hours 360 hours 480 hours Students shall receive a final summative assessment at the

conclusion of their internship when the paramedic field preceptor identifies that the student has achieved the ability to function safely as a beginner.

Typical Outside-of-Class Assignments

A. Other:

1. Give oral report about patient's condition to other prehospital care providers and hospital personnel

B. Writing:

1. Write patient care report on patient contacts.

C. Reading:

1. Read local EMS protocol manual

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. Paula Derr, Mike McEvoy *Emergency & Critical Care Pocket Guide*. 9th ed., Jones & Bartlett Learning, 2025.

Manual:

1. LPC Faculty. Las Positas College Paramedic Program Field Training Manual. Faculty of Las Positas College Paramedic Program, 2025.

Software:

1. EMCE. S2N Ventures, LLC dba EMCE, (Unknown/e).

Other Materials Required of Students

1. Stethoscope and Sphygmomanometer.
2. Access to a computer with an internet connection..
3. Personal protective equipment including proper footwear, pants, and shirt (scrubs)..
4. N-95 mask, gloves, gown, and face shield.

Equity Based Curriculum

- Course Content

Requisite Validation

A. EMS 16

Content Review

Required

- Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of an actual patient in the emergency department
- Formulate a clinical diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology

- Relate assessment findings to underlying pathological and physiological changes in the patient's condition
- Perform health screening and referrals
- Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome
- Identify and perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at the paramedic level
- Demonstrate exemplary professional behavior including but not limited to: integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time- management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service
- Report and document assessment findings and interventions
- Perform skills required by local scope of practice policy
- Perform 8 hours of observation in the Labor/Delivery ward of a hospital
- Perform 16 hours of observation in an operating room and successfully achieve 8 intubations on live patients. Student shall perform any intubations not achieved during observation time on a high fidelity simulation mannikin
- Perform 160 hours of paramedic scope of practice care in a hospital emergency department under the supervision of a physician or nurse clinical preceptor

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.

In discussions with my Discipline colleagues, it was important to find a way to offer this class in the event of an emergency and for the needs of different student populations. EMS courses are career education courses that fulfill a vital role in ensuring that there is an adequate number of paramedics and EMT's graduating from training programs to fill job vacancies.

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 or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another avenue for our Work Experience students--all of whom work full- or part-time--to access our courses. After consulting with my dean and experienced full-time faculty who understand the courses, the full-time faculty in our discipline identified this course as key to our goals and our college mission of access and equity and agreed that it should be offered as DE.

This course should be offered in DE Mode because there will be instances where the student under the instruction of the field instructor as a part of work study will encounter situations where both may be unfamiliar with the etiology of the emergency. The students will also be spread out over many counties on many ambulances and having the student return to campus on a regular basis would be difficult to

accomplish.

The decision was made to use the online learning management software from the publisher of the textbook in the group forum classroom setting to allow discussion of salient educational objectives. The clinical skills tracking software FISDAP would also be used to ensure that the student was meeting desired mileposts and goals as they progress through their psychomotor skills.

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.
- 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
- **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 review the student's progress in the Capstone Field Internship tracking software called EMCE bi-weekly to monitor the student's progress and provide feed back.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: As needed
- **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: 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: Bi weekly to discuss unique case presentations
- **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: As needed

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 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: At the completion of the field internship and as deemed necessary by the preceptor
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: 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

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.

Current ~~(not State expired) National Registered~~ recognized Paramedic ~~certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority:~~

Courses: EMS 10, 11, 12, 13, 16, and 17 credential

Codes and Dates

Course CB Codes

CB00: State ID

CCC000650809

CB03: TOP Code

125100 - Paramedic

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Credit for Prior Learning: EMS 20 - Emergency Medical Technician

Credit for Prior Learning: EMS 20 - Emergency Medical Technician (Launched)
compared with
EMS 20 - Emergency Medical Technician (Active - Implemented 08-15-2026)

Admin Outline for Emergency Medical Services 20 Emergency Medical Technician Effective: Fall 2026

Catalog Description:

EMS 20 - Emergency Medical Technician 7.00 Units

Provides training in the foundation skills and knowledge required of the EMT scope of practice. The EMT certification is the minimum requirement for ambulance attendants and most entry-level firefighter positions. This training program is approved by the Alameda County Emergency Medical Services District.
5 Units Lecture 2 Units Lab

Prerequisite(s):

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

- EMS 30

Total Lecture Hours	90
Total Lab Hours	108
Total Inside of Class Hours	198
Total Outside of Class Hours	180
Total Student Learning Hours	378

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Emergency Medical Technologies.

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 proficiency in the psychomotor skills required in their scope of practice.
- B. Describe the function of the Emergency Medical System and its historical development.
- C. Discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries within their scope of practice.

Course Objectives:

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

- A. Explain the roles and responsibilities of the EMT
- B. Describe how an EMT functions within the Alameda County EMS System and the established policies, procedures, and protocols
- C. Recognize conditions and situations that require pre-hospital care and/or stabilization
- D. Perform rapid, comprehensive, and accurate patient assessments
- E. Demonstrate psychomotor competencies of all skills and interventions within the EMT scope of practice according to the standards of the National Registry of Emergency Medical Technicians
- F. Manage a multi-casualty incident
- G. Demonstrate the proper use and maintenance of all biomedical equipment used by the EMT
- H. Explain the medical/legal aspects of emergency care and issues related to proper documentation, confidentiality statutes such as HIPAA and ethics
 - I. Assist paramedics with the delivery of advanced life support within the EMT scope of practice
 - J. Prevent disease transmission through the use of body substance isolation principles
- K. Discuss wellness issues such as stress management, body mechanics, lifting techniques, and use of personal protective equipment
- L. Differentiate communication strategies for different ages, stage of development, patients with special needs, and diverse cultures
- M. Demonstrate principles of safely and correctly administering medications within the EMT scope of practice and identifying those medications

Course Content:

Lecture:

1. Preparatory
 1. Roles and responsibilities of the EMT, medical direction, quality improvement, and continuing education.
 2. Well being of the EMT, body substance isolation, protective equipment, and scene safety.
 3. Medical, legal and ethical issues; review of Federal, State and local laws pertinent to EMT scope of practice. Confidentiality, advance directives and ethical/moral issues are discussed.
 4. Basic anatomy, physiology, pathophysiology, and medical terminology.

5. Vital signs and patient history, review and development of skills learned in prerequisite coursework.
6. Techniques for lifting and moving patients with a focus on body mechanics and injury prevention.
2. Airway Management
 1. Ventilation and oxygen therapy.
 2. Evaluation of patient respiratory status using pulse oximetry.
 3. Comprehensive study of respiratory function and anatomy of adult and pediatric patients.
 4. Utilization of airway adjuncts including oral airways, oxygen administration techniques, continuous positive airway pressure ventilation, and utilization for infants and C.O.P.D. patients.
3. Patient Assessment
 1. Scene Evaluation - Determination of mechanism of injury, resource needs, and identification of scene hazards.
 2. Patient Evaluation - Assessment based approach to patient evaluation; integration of patient assessment techniques into overall scene management and treatment modalities.
 3. Assessment of Geriatric Patients - Understand the differences between the average adult, geriatric, and pediatric patient.
 4. Communications - Skills, equipment, and systems used by the EMT. Emphasis on medical direction and on-line communications.
 5. Documentation - Utilization of the "Prehospital Care Report" and standardized data set established by the 1994 DOT EMT curriculum.
4. Medical, Behavioral, and Obstetrics/Gynecology
 1. General Pharmacology - Medication terminology, indications, contraindications, dosage, actions, and side effects of the six medications within the EMT scope of practice.
 2. Respiratory Emergencies - Signs and symptoms of breathing difficulty and respiratory distress. Pathophysiology of common respiratory conditions. Review of adult and pediatric anatomy, training in treatment modalities for respiratory distress and failure.
 3. Cardiac Emergencies - Signs and symptoms of cardiac compromise. Pathophysiology of cardiovascular disease. Recognition of acute coronary syndrome.
 4. Automated External Defibrillation - Awareness level training in the use of A. E. D. equipment by EMT.
 5. Altered Mental Status, Diabetic Emergencies - Recognition of the signs and symptoms of altered mental status and the relationship to life threatening conditions. Pathophysiology of diabetic emergencies and prehospital treatment.
 6. Altered Mental Status with Loss of Function - Understanding of the cause, nature and care of patients with stroke and transient ischemic attacks. Administration of Naloxone HCL for opioid overdoses. Evaluation of Blood Glucose levels using glucometer.
 7. Altered Mental Status, Seizures and Syncope - Review the causes, nature and treatment of patients experiencing a loss of consciousness or seizure activity.
 8. Allergic Reactions - Recognition of the signs and symptoms of anaphylaxis and prehospital care of these patients including the appropriate administration of an epinephrine auto-injector based on patient criteria.
 9. Poisoning Emergencies - Recognition of the signs and symptoms of accidental or intentional poisonings and the management of these patients. Use of activated charcoal for poisonings under medical direction.

10. Drug and Alcohol Emergencies - Recognition of the signs and symptoms of alcohol and drug emergencies and the management of these patients.
11. Acute Abdominal Pain - Discussion of the pathophysiology of acute abdominal pain and recognition of urgent situations requiring management and rapid transport.
12. Environmental Emergencies - Recognition of the signs and symptoms of hypothermia and hyperthermia and related conditions. Management of these patients in the prehospital environment.
13. Drowning, Near-Drowning and Diving Emergencies - Understanding of water related emergencies with an emphasis on rescuer safety.
14. Behavioral Emergencies - Awareness, recognition and management of behavioral emergencies with an emphasis on scene and rescuer safety.

5. Trauma

1. Mechanism of Injury - Kinetics of trauma, study of the physics of motion that may produce injury, patterns of injury produced by vehicle accidents, falls, projectiles.
2. Bleeding and Shock - Recognition and management of internal and external bleeding and decreased perfusion states.
3. Soft Tissue Injuries - Management of various types of soft tissue injuries with emphasis on bleeding control and hypoperfusion.
4. Burn Emergencies - Recognition and management of thermal, chemical, and electrical burns with emphasis on inhalation injuries and rescuer safety.
5. Musculoskeletal Injuries - Recognition and management of sprains, strains, and fractures. Review of splinting techniques and assessment.
6. Injuries to the Head - Recognition and management of head injury patients with an emphasis on airway management and altered mental status.
7. Injuries to the Spine - Utilizing scene size-up and mechanism of injury considerations to maintain a high index of suspicion of spinal injury. Utilize various methods of spinal immobilization and patient extrication.
8. Eye, Face and Neck Injuries - Recognition and management of facial injuries with emphasis on airway management and spinal stabilization.
9. Chest, Abdomen and Genitalia Injuries - Recognition and management of chest, abdominal, and genitalia emergencies and identification of life threatening injuries.
10. Agricultural and Industrial Emergencies - Special situations that require specialized teams of rescuers or equipment. Review of scene safety and evaluation.
11. Hemorrhage control using the application of a tourniquet, wound packing, and hemostatic agents.

6. Infants and Children

1. Anatomical and physiological differences between children and adults.
2. Injuries and illnesses in infants and children.

7. Operations

1. Moving Patients - Study of the various techniques and equipment for moving patients. Identify the need for emergency, urgent and non-urgent moves.
2. Ambulance Operations - Maintenance and operation of the ambulance as well as cleaning, disinfection and disposal of contaminated items.
3. Gaining Access and Extrication - Awareness of rescue procedures and recognition of the need for special training and equipment for technical rescue situations.

4. Hazardous Materials Emergencies - First responder awareness training as required by Title 22. Recognition of Haz-mat incidents and rescuer safety.
5. Multiple Casualty Incidents - Utilizing the incident command system and standardized triage systems for the management of multiple casualties.

Lab Activities:

1. Evaluation of patient respiratory status using pulse oximetry.
2. Utilization of airway adjuncts including oral airways, oxygen administration techniques, continuous positive airway pressure ventilation, and utilization for infants and C.O.P.D. patients.
3. Altered Mental Status with Loss of Function - Understanding of the cause, nature and care of patients with stroke and transient ischemic attacks. Administration of Naloxone HCL for opioid overdoses. Evaluation of Blood Glucose levels using glucometer.
4. Allergic Reactions - Recognition of the signs and symptoms of anaphylaxis and prehospital care of these patients including the appropriate administration of an epinephrine auto-injector based on patient criteria.
5. Injuries to the Spine - Utilizing scene size-up and mechanism of injury considerations to maintain a high index of suspicion of spinal injury. Utilize various methods of spinal immobilization and patient extrication.
6. Hemorrhage control using the application of a tourniquet, wound packing, and hemostatic agents.

Methods of Instruction:

1. Clinical - Use of skills in supervised clinical rotation
2. Lab - isolated skills acquisition and scenarios
3. Lecture - Lectures in EMT concepts and skills
4. Written Exercises - Written assignment on topic of prehospital care
5. Reading assignment in text and other sources

Methods of Evaluation

- A. Exams/Tests
 1. At least one test/exam during the semester and a final written exam
- B. Final Class Performance
 1. NREMT EMT Psychomotor Assessment
- C. Quizzes
 1. Weekly

Typical Outside-of-Class Assignments

- A. Reading:
 1. Read chapter 14 in text, Respiratory Emergencies.
 2. Review airway management skills in skills book.
- B. Laboratory:
 1. Patient evaluation skills in small groups with assistant instructor.
 2. As a team, manage a simulated gunshot victim and critique performance with assistant instructor.

C. Writing:

1. Complete a case study on three patients. One from each clinical experience.
2. Complete a two page written analysis of a current issue affecting EMS.

Textbooks (Typical):

Textbook:

1. Joseph Mistovich, Keith Karren *Prehospital Emergency Care*. 12th ed., Pearson Education, 2024.
2. Daniel Limmer & Michael F. O'Keefe *Emergency Care*. 14th ed., Pearson Education, 2021.
3. AAOS *Emergency Care and Transportation of the Sick and Injured*. 12th ed., Jones and Bartlett Learning, 2021.

Software:

1. Emergency Care and Transportation of the Sick and Injured - Navigate. Jones and Bartlett Learning, (11th/e).

Other Materials Required of Students

1. Penlight - Type of student's choice.
2. Stethoscope - Inexpensive style, student choice.
3. Watch with second hand - student's choice.
4. Sharpie pen.

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Validation

A. EMS 30

Content Review

Required

- Explain how the Emergency Medical Services (EMS) system works and how the emergency medical responder's role in the EMS system differs from citizen responder's role
- Identify guidelines to follow to ensure personal safety and the safety of others at an emergency scene
- Explain what happens in the body if one or more body systems fail to function
- Identify ways in which diseases are transmitted and describe the universal safety precautions to prevent transmission
- Explain the four emergency action principles
- Recognize breathing emergencies, such as choking, and provide proper care for them
- Recognize life-threatening bleeding and demonstrate how to control it
- Identify the major risk factors for cardiovascular disease and injury, and describe how to control them

- Recognize the signs and symptoms of a possible heart attack, and describe how to care for someone who is experiencing a persistent chest pain and/or other signs and symptoms of heart attack
- Recognize the signs and symptoms of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (CPR) for the infant, child and adult
- Identify breathing devices and demonstrate how to use them
- Recognize the signs and symptoms of shock, and describe how to minimize the effects of shock
- Recognize the signs and symptoms of medical emergencies, including poisoning, heat and cold emergencies, and stroke, and describe both general and specific care for medical emergencies
- Recognize emergency care needs of special populations
- Describe the care of the pregnant woman to include child birth and care of the newborn
- Identify situations that require crisis intervention
- Identify the correct process for gaining access and moving patients
- Describe the process for managing multiple casualty incidents
- Recognize situations that require automated external defibrillation
- Recognize the importance of healthy life styles, to include illness and injury prevention

DE Proposal

Delivery Methods

- **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.

In discussion with fellow faculty, we felt that there was a way to offer the course to provide more flexibility to working and non-traditional students via Partially Online.

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, and hearing from 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:

- Instructor response time.

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 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
- **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: Weekly

Student-Student Interaction

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

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Weekly quizzes, at least two exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
- **Other:**
Frequency: NREMT EMT Psychomotor Assessment

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.

Current National Registry Emergency Medical Technician certification or California state Emergency Medical Technician certification or California state paramedic license

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601507

CB03: TOP Code

125000 - Emergency Medical Services

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Credit for Prior Learning: EMS 30 - Emergency Medical Responder

Credit for Prior Learning: EMS 30 - Emergency Medical Responder (Launched)
compared with
EMS 30 - Emergency Medical Responder (Active - Implemented 08-15-2025)

**Admin Outline for Emergency Medical Services 30
Emergency Medical Responder
Effective: Fall 2025**

Catalog Description:

**EMS 30 - Emergency Medical Responder
3.00 Units**

Development of knowledge and skills necessary for recognizing and caring for victims in emergency situations, including patient assessment, cardiopulmonary resuscitation with the use of an automated external defibrillator, and prevention of disease transmission. Designed for emergency medical responders in the public safety field. Successful completion of the course qualifies the student for an Emergency Medical Responder (EMR) Certificate.

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:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Emergency Medical Technologies.

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 treatment at the scope of practice of Emergency Medical Responder.
- B. Recognize emergency medical illnesses and traumatic injuries.

Course Objectives:

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

- A. Explain how the Emergency Medical Services (EMS) system works and how the emergency medical responder's role in the EMS system differs from citizen responder's role
- B. Identify guidelines to follow to ensure personal safety and the safety of others at an emergency scene
- C. Explain what happens in the body if one or more body systems fail to function
- D. Identify ways in which diseases are transmitted and describe the universal safety precautions to prevent transmission
- E. Explain the four emergency action principles
- F. Recognize breathing emergencies, such as choking, and provide proper care for them
- G. Recognize life-threatening bleeding and demonstrate how to control it
- H. Identify the major risk factors for cardiovascular disease and injury, and describe how to control them
 - I. Recognize the signs and symptoms of a possible heart attack, and describe how to care for someone who is experiencing a persistent chest pain and/or other signs and symptoms of heart attack
- J. Recognize the signs and symptoms of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (CPR) for the infant, child and adult
- K. Identify breathing devices and demonstrate how to use them
 - L. Recognize the signs and symptoms of shock, and describe how to minimize the effects of shock
- M. Recognize the signs and symptoms of medical emergencies, including poisoning, heat and cold emergencies, and stroke, and describe both general and specific care for medical emergencies
- N. Recognize emergency care needs of special populations
- O. Describe the care of the pregnant woman to include child birth and care of the newborn
- P. Identify situations that require crisis intervention
- Q. Identify the correct process for gaining access and moving patients
- R. Describe the process for managing multiple casualty incidents
- S. Recognize situations that require automated external defibrillation
- T. Recognize the importance of healthy life styles, to include illness and injury prevention

Course Content:

Lecture:

- 1. The first responder and the emergency medical system
 - 1. Public emergency first responder
 - 2. Role of the EMR as a component of the emergency medical system
 - 3. Responsibilities of the EMR in the emergency medical system

2. The emergency scene
3. The human body
4. Preventing disease transmission
5. Establishing priorities of care: to include primary and secondary survey, respiratory emergencies, breathing adjuncts, cardiac emergencies, bleeding and shock
6. Traumatic injuries
7. Medical emergencies
8. Special situations to include pediatric patients, elderly patients, physically or mentally challenged patients
9. Childbirth
10. Crisis intervention to include specific emotional crisis, stages of grief, critical incident stress debriefing
11. Reaching and moving victims
12. Multi-casualty incidents
13. Automated external defibrillation
14. Healthy lifestyle and prevention of illness and injury

Lab Activities:

1. Properly managing the Primary Assessment of the patient.
 1. Check the Airway
 2. Check for Breathing
 3. Check for life threatening bleeding
2. Manage any deficiencies identified in the Primary Assessment.
 1. Use the Head Tilt Chin Lift method to open a patient's airway

Methods of Instruction:

1. Lecture - Lectures in basic concepts and skills
2. Written Exercises - Written assignments from workbook
3. Audio-visual Activity - Video tapes and overhead presentations
4. Demonstration - Skills, demonstrations and practice
5. Reading assignments in text

Methods of Evaluation

- A. Exams/Tests
 1. At least one test during the semester and a final written exam
- B. Perform psychomotor skills according to the standards of the American Heart Association Basic Life Support Provider in the following formats: 1. Rescue Breathing 2. One person CPR performance 3. Two person CPR performance 4. Two person CPR performance integrated with the use of an Automated External Defibrillator. 5. One person CPR for a child 6. One person CPR for an infant 7. Two person CPR for an infant 8. Foreign Body Airway Obstruction relief of an infant.

Typical Outside-of-Class Assignments

- A. Other:
 1. Watch American Heart Association Basic Life Support Video and perform psychomotor skills as presented in video.

2. Watch instructor perform the live skill and perform the appropriate psychomotor skill as performed by Instructor.

Textbooks (Typical):

Textbook:

1. American Heart Association *BLS Provider Manual*. Guidelines 2020 ed., American Heart Association, 2021.
2. American Academy of Orthopedic Surgeons *Emergency Medical Responder: Your First Response in Emergency Care*. 7th ed., Jones and Bartlett, 2022.
3. Chris LeBaudour & Kaitlyn Laurelle *Emergency Medical Responder; First on Scene*. 12th ed., Pearson Education, 2025.

Other Materials Required of Students

1. CPR Pocket Mask with one way valve for prevention of disease transmission.

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **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.

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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:

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.
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Frequency: Weekly
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Frequency: 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 Skills Training

Student-Student Interaction

- **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: 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: Weekly
- **Written papers:** *Papers will be written on various topics.*
Frequency: Weekly from workbook
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes Weekly, Midterm, Final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly Synchronous via Webconferencing

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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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.

Current ~~Nationally~~ National ~~Registered~~ registry ~~Emergency of Medical~~ EMTs ~~Responder~~ EMR certification ; ~~ECSI Emergency Medical Responder certification;~~ OR American Red Cross ~~Emergency Medical Response~~ (~~EMR~~) certification ; ~~or~~ OR National Safety Council EMR certification OR American Safety ~~&~~ and Health Institute ~~Emergency Medical Response~~ EMR certification OR California state EMT certification OR California state Paramedic license

Codes and Dates

Course CB Codes

CB00: State ID

CCC000521411

CB03: TOP Code

125000 - Emergency Medical Services

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

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

Credit for Prior Learning: EMS 62 - Basic Medical Terminology

Credit for Prior Learning: EMS 62 - Basic Medical Terminology (Launched)
compared with
EMS 62 - Basic Medical Terminology (Active - Implemented 08-15-2025)

**Admin Outline for Emergency Medical Services 62
Basic Medical Terminology
Effective: Fall 2025**

Catalog Description:

**EMS 62 - Basic Medical Terminology
3.00 Units**

A basic course in medical terminology designed for students in healthcare career courses. Medical vocabulary with concentration on prefixes, suffixes, and root words. Emphasis on word dissection, definitions as applied to the body systems including the terminology used in medical procedures. Concepts focus on comprehensive terminology, pronunciation and spelling core.

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:

Emergency Medical Technologies.

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. Break down complex medical terms into simple root words and infer larger meanings through knowledge of smaller component word parts.

Course Objectives:

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

- A. Utilize components of medical terms
- B. Combine prefixes, word roots, and suffixes to create medical terms
- C. Use anatomical, diagnostic, surgical and additional medical terms as they relate to each body system
- D. Construct and combine compound words
- E. Pronounce medical terms
- F. Write medical terms using correct spelling
- G. Use standard medical abbreviations appropriately

Course Content:

- 1. Standardized medical abbreviations
 - 1. Symbols
 - 2. Terms
- 2. Elements of a medical term
 - 1. Prefix
 - 2. Suffix
 - 3. Word roots/combining forms
 - 1. Forms describing planes and direction of reference
 - 2. Forms describing amount or number
 - 3. Forms describing color or description
 - 4. Medical term components by system
 - 1. Word roots related to the digestive system
 - 2. Word roots related to the respiratory system
 - 3. Word roots related to the musculoskeletal system
 - 4. Word roots related to the cardiovascular system
 - 5. Word roots related to the genitourinary and male reproductive systems
 - 6. Word roots related to the female reproductive system
 - 7. Word roots related eye and ear
- 3. Rules for combining forms
 - 1. Combining word parts
 - 2. Plural forms
 - 3. Compound words
 - 4. Spelling
 - 5. Pronunciation

Methods of Instruction:

1. Lecture - Uses examples that incorporate diverse perspectives.
2. Classroom Activity - Complete assignments that incorporate diverse examples.

Methods of Evaluation

- A. Exams/Tests
 1. At the discretion of the instructor
- B. Quizzes
 1. Weekly

Typical Outside-of-Class Assignments

- A. Writing:
 1. Create flashcards with emphasis on word roots / parts, examples of usage, and 'trigger' cues
 2. Complete end-of-chapter exercises in textbook (one chapter per week is typical)
 3. Collect medical terms encountered during the week (advertisements, TV shows, medical visits, other readings) - analyze words, dissect, share roots and meanings with the class

Textbooks (Typical):

Textbook:

1. Davi-Allen Chabner *Language of Medicine*. 13th ed., Elsevier, 2025.
2. Barbara Janson Cohen & Shirley A. Jones *Medical Terminology: An Illustrated Guide*. 9th ed., Jones & Bartlett Learning, 2021.

Other Materials Required of Students

1. Scantron forms #2 Pencil.

Equity Based Curriculum

- 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.

In discussion with fellow faculty, we felt that there was a way to offer the course to provide more flexibility to working and non-traditional students via Fully Online.

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, and hearing from 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:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 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
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
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, Sharing of Flashcards that they make
- **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

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 from collect medical terms from media
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes Weekly, Final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly via Webconferencing

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 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

CCC000521412

CB03: TOP Code

125000 - Emergency Medical Services

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

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

Credit for Prior Learning: EMS 70 - CPR for Healthcare Providers

Credit for Prior Learning: EMS 70 - CPR for Healthcare Providers (Launched)
compared with
EMS 70 - CPR for Healthcare Providers (Active - Implemented 08-15-2025)

**Admin Outline for Emergency Medical Services 70
CPR for Healthcare Providers****Effective:** Fall 2025**Catalog Description:**

**EMS 70 - CPR for Healthcare Providers
0.50 Units**

May be repeated time(s)

Development of knowledge, skills and personal judgment necessary to initiate and perform basic life support techniques as a health care professional. Successful completion of the knowledge and skills tests qualifies for an American Heart Association Basic Life Support Certificate.

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:

Emergency Medical Technologies.**Number of Times Course May Be Taken for Credit:**

No limitation on repeatability

Student Learning Outcomes

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

- A. Perform the CPR skills required for a Healthcare Provider according to the standards of the American Heart Association.

Course Objectives:

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

- A. Describe the importance of high-quality CPR and its impact on survival
- B. List all the steps of the Chain of Survival and apply the BLS concepts of the Chain of Survival
- C. Recognize the signs of someone needing CPR
- D. Perform high-quality CPR for adults, children and infants
- E. Recognize the importance of early use of an AED and demonstrate its use
- F. Provide effective ventilations by using a barrier device
- G. List the importance of teams in multi-rescuer resuscitation and perform as an effective team member during multi-rescuer CPR
- H. Demonstrate the technique for relief of foreign-body airway obstruction (choking) for adults and infants

Course Content:

1. Lesson 1: Course Introduction
2. Lesson 1A: Life Is Why Activity (Optional)
3. Lesson 2: 1-Rescuer Adult BLS
 1. Part I: Adult Chain of Survival
 2. Part II: Scene Safety and Assessment
 3. Part III: Adult Compressions
 4. Part IV: Pocket Mask
 5. Part V: 1-Rescuer Adult BLS
4. Lesson 3: AED and Bag-Mask Device
 1. Part I: AED
 2. Part II: Bag-Mask Device
5. Lesson 4: 2-Rescuer Adult BLS
6. Lesson 5: Team Dynamics
 1. Part I: Team Dynamics
 2. Part II: Successful Resuscitation Teams
7. Lesson 6: High-Performance Teams Activity
8. Lesson 6A: Local Protocols Discussion (Optional)
9. Lesson 7: Child BLS
 1. Part I: Pediatric Chain of Survival
 2. Part II: Child BLS
 3. Part III: 2-Rescuer Child CPR
10. Lesson 8: Infant BLS
 1. Part I: Infant BLS
 2. Part II: Infant Compressions
 3. Part III: Bag-Mask Device for Infants

4. Part IV: 2-Rescuer Infant BLS
5. Part V: AED for Infants and Children Less Than 8 Years of Age
11. Lesson 9: Special Considerations
 1. Part I: Mouth-to-Mouth Breaths
 2. Part II: Rescue Breathing
 3. Part III: Breaths With an Advanced Airway
 4. Part IV: Opioid-Associated Life-Threatening Emergency
12. Lesson 10: Adult and Child Choking
 1. Part I: Relief of Choking in a Responsive Adult or Child
 2. Part II: Relief of Choking in an Unresponsive Adult or Child
13. Lesson 11: Infant Choking
 1. Part I: Relief of Choking in a Responsive Infant
 2. Part II: Relief of Choking in an Unresponsive Infant
14. Lesson 12: Conclusion
15. Lesson 13: Exam
16. Lesson 14: Adult CPR and AED Skills Test
17. Lesson 15: Infant CPR Skills Test
18. Lesson 16: Remediation
 1. Part I: Skills Testing Remediation
 2. Part II: Exam Remediation

Methods of Instruction:

1. Lecture - Lecture of Basic Life Support concepts
2. Audio-visual Activity - Audiovisual materials
3. Demonstration - Skills demonstration
4. Discussion - Discussion about variations in local protocols as it relates to CPR and ROSC

Methods of Evaluation

- A. Class Participation
 1. Practice skills in small groups
- B. Exams/Tests
 1. Summative multiple choice exam
- C. Skills demonstration

Typical Outside-of-Class Assignments

- A. Other:
 1. Review symptoms of cardiac chest pain
 2. Review the AHA Chain of Survival
 3. Outline the steps for high quality chest compressions
 4. Discuss risk factors of cardiac disease

Textbooks (Typical):

Textbook:

1. American Red Cross *Basic Life Support Participant Manual*. 2020 ed., American Red Cross, 2021.
2. American Heart Association *BLS Provider Manual*. Guideline 2020 ed., American Heart Association, 2020.

Other Materials Required of Students

1. Pocket Mask.

Equity Based Curriculum

- Course Content

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 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.

~~American Current Heart Nationally Association recognized BLS CPR Provider education Certification, organization American CPR Red-Cross BLS for Healthcare Providers Certification, Health Safety Institute Basic Life Support Certification card~~

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589240

CB03: TOP Code

125000 - Emergency Medical Services

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

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

Credit for Prior Learning: FREN 1A - Beginning French

Credit for Prior Learning: FREN 1A - Beginning French (Launched)
compared with
FREN 1A - Beginning French (Active - Implemented 08-15-2025)

**Admin Outline for French 1A
Beginning French
Effective: Fall 2025****Catalog Description:****FREN 1A - Beginning French
5.00 Units**

This introductory-level course will enable students to begin speaking, reading, and writing elementary-level French and understand the spoken language. Students are introduced to concepts of grammar, vocabulary, pronunciation, and beginning verb tenses in a variety of auditory, visual, and written contexts.

5 Units Lecture

Recommended Course Preparation:

- Eligibility for ENGL C1000

Total Lecture Hours	90
Total Inside of Class Hours	90
Total Outside of Class Hours	180
Total Student Learning Hours	270

Course Grading:

Optional

Justification for course proposal

Discipline:

Foreign Languages.

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. Communicate orally at the beginning level.
- B. Comprehend spoken French at the beginning level.
- C. Write at the beginning level.

Course Objectives:

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

- A. Select appropriate prepositions of place when describing locations and using geographical nouns.
- B. Determine the correct form of definite and indefinite articles in simple sentences.
- C. Use the present perfect with the helping verb avoir in simple sentences.
- D. Identify basic parts of a sentence in French;
- E. Use nouns and accompanying adjectives in correct form;
- F. Use regular and key irregular verbs in the present tense;
- G. Use the immediate future tense in short sentences;
- H. Use singular and plural possessive adjectives appropriately;
 - I. Speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather, locations around town;
- J. Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
- K. Use knowledge of English to recognize French cognates as an aid to comprehension;
- L. Recognize, discuss and compare several aspects of the culture and society of several Francophone countries, in English.
- M. Ask and answer questions in the present tense.

Course Content:

- 1. Review of basic grammatical terminology, parts of speech
- 2. Gender and number agreement of nouns and adjectives
- 3. Subject pronouns
- 4. Basic prepositions
- 5. Present tense of regular and irregular verbs
- 6. Use the immediate future tense in short sentences
- 7. Use the present perfect with the helping verb avoir in simple sentences.
- 8. Possessive adjectives
- 9. Forming and answering questions
- 10. Basic vocabulary on topics such as numbers, foods, clothing, physical description, time and dates, weather, locations around town, school subjects, family, leisure activities, etc.
- 11. Speak in short sentences using simple vocabulary on beginning topics
- 12. Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
- 13. Introduction to the use of English cognates to recognize French vocabulary
- 14. Introduction of reading strategies to deduce meaning if it is not apparent
 - 1. This includes a comparison of English and French syntax

15. Using context for clues to meaning
16. Introduction to translating by word groups rather than word-for-word
17. Introduction to Francophone culture and history through readings, videos, and computer software: daily life, tourist attractions, geography, social and political structure, educational system, etc.

Methods of Instruction:

1. Lab - Instructor working one-on-one with students in the language lab on pronunciation, listening activities, and spoken structures.
2. Lecture - The instructor will explain and elaborate on grammar, vocabulary, and culture to elucidate the content. The instructor will present additional examples for students from the textbook or online sources. The instructor will provide opportunities for listening comprehension practice.
3. Classroom Activity - Games, worksheets, dialogues for practice in context.
4. Student Presentations - Students may present a final summary of course materials for the class.
5. Audio-visual Activity - Short videos or podcasts demonstrating Francophone culture, language, or grammar
6. Guest Lecturers - Native speakers should be invited to speak to the class when possible
7. Responding in French to questions posed by instructor or other students using the structures and vocabulary under study.
8. Viewing video in French or occasionally in English to introduce cultural materials or stories which promote discussion
9. Reviewing difficult text or workbook assignments such as true/false, fill-in-the-blank, changing subject and make any other necessary changes in the sentence
10. Creating sentences and dialogues in pairs or groups
11. Playing games in French (such as guessing games)
12. Interviewing another student and reporting information to the class
13. Summarizing the content of a video episode or cultural reading
14. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
15. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in French, or a more complex analysis in English.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Exams/Tests
 1. with one possible midterm (optional) and one final exam or final project
- C. Home Work
 1. daily
- D. Oral Presentation
 1. one at the end of term.
- E. Papers
 1. 1 paper due before midterm. 2nd paper due before final exam.
- F. Quizzes
 1. Unit/Module quizzes about every 2 weeks

Typical Outside-of-Class Assignments

A. Writing:

1. Paragraph: 6-8 sentences in present indicative tense.

1. Write about your life in California.
2. Describe your family.

B. Other:

1. Homework exercises such as:

1. Recognition tasks, matching, true/false, fill-in-the-blank
2. Changing the subject of a sentence and making any other necessary changes
3. Changing the tense of a sentence.
4. Reacting to pictures or situations involving comprehension and use of new structures
5. Creating personal responses using new vocabulary and structures
6. Creating who, what, when, where, why questions
7. Reading comprehension questions which call for evaluation, comparison, contrast
8. Listening comprehension practice with native speaker videos or podcasts
9. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension
10. Taking self-tests in preparation for classroom tests or quizzes

2.

Oral Presentation: Student summary, in French, of topics covered in the course.

1. What do they like to do? (using the present tense, future proche, articles, correct gender and syntax)

3. Practice assignments should alternate between a variety of learning styles

Textbooks (Typical):

Textbook:

1. Eliane Kurbegov *Practice Makes Perfect: Basic French*. 3rd Edition ed., McGraw Hill, 2021.
2. Laura K. Lawless *French Workbook For Dummies*. 1st Edition ed., For Dummies, 2022.
3. James G. Mitchell, Cheryl Tano *Portails 2.0: Introductory French*., Vista Higher Learning, 2023.

Other Materials Required of Students

Equity Based Curriculum

- Assignments
- 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.

In discussing with other Foreign Language educators in the California, we recognize the need for more Distance Education in our field. Students who work full-time, or have other obligations that make it difficult to attend classes on campus need more options so that they are not prolonging their academic careers because of difficulties with scheduling the courses they need for transfer.

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

In conjunction with my supervisor, Amy Mattern, in addition to requests from students.

[Prior note]

1) Increasing difficulty for students to be on campus because of work schedules. Enrollments seem to be increasing for courses that offer a DE component, which indicates their desirability to today's students. I have spoken with the Dean of Arts and Humanities about this need and received approval for this course development.

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 at least once every other 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: Participate in each discussion board assigned, and provide feedback to each student. 2-3 assigned per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on homework, quizzes, writing assignments, and submitted spoken recordings.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-2 announcements per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Once weekly during office hours.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Using Pronto or the Chat feature in Canvas.
- **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 class lectures and office hours.
- **Other:**
Frequency: Recorded feedback in response to student spoken recordings in French.

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: 2-3 per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 1-2 per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Pronto or the chat tool in Canvas.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: 2 per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: Student-led study sessions will be encouraged at least once per week.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 2-3 discussion board assignments per semester.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: 1-2 per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: 3-4 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Between 6-8 quizzes per semester, and a final exam or cumulative project
- **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: Included in weekly practice assignments.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly live or recorded lectures.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly videos.
- **Games:** *Games will be used to reinforce learned material.*
Frequency: Weekly. Ex: Duolingo
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: A final project may be used for the final method of evaluation for the course.
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
Frequency: 2 times per semester. Mid-term evaluation for student feedback.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: In hybrid instruction during face/face class meetings.
- **Other:**
Frequency: Recorded speaking samples on topics in French.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Language Other Than English

- LOTE - 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~~ Yes

Credit-by-Portfolio Yes ~~No~~

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

~~Essay or research paper~~

~~Oral interview~~

~~Other documentation (transcripts, certifications, etc.)~~

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

CCC000345995

CB03: TOP Code

110200 - French

CIP Code

16.0901 - French Language and Literature

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

Credit for Prior Learning: FREN 1B - Elementary French

Credit for Prior Learning: FREN 1B - Elementary French (Launched)
compared with
FREN 1B - Elementary French (Active - Implemented 08-15-2026)

**Admin Outline for French 1B
Elementary French
Effective: Fall 2026**

Catalog Description:

**FREN 1B - Elementary French
5.00 Units**

This is the second semester of the introductory level course and will enable students to continue learning to speak, read and write elementary level French as well as to understand the spoken language. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.

5 Units Lecture

Prerequisite(s):

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

- NFRN 201 **or** FREN 1A **or** appropriate skill level demonstrated through the assessment process.

Total Lecture Hours	90
Total Inside of Class Hours	90
Total Outside of Class Hours	180
Total Student Learning Hours	270

Course Grading:

Optional

Justification for course proposal

Discipline:

Foreign Languages.

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. Communicate orally at the advanced-beginning level.
- B. Comprehend spoken French at the advanced-beginning level.
- C. Write at the advanced-beginning level.

Course Objectives:

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

- A. Use regular and key irregular verbs in the passé composé, imperfect, and recent past tenses.
- B. Recognize and understand the meaning of the future and conditional tenses.
- C. Create commands in both formal and informal discourse;
- D. Use correct direct, indirect and reflexive pronouns with comfort;
- E. Create a variety of types of negative sentences;
- F. Use and recognize idioms with the verbs avoir, être, faire and other expressions learned.
- G. Recognize comparative and superlative sentences;
- H. Use the pronouns y and en in simple sentences;
 - I. Engage in discussion of household chores, travel, quantities, clothing, food, parts of the body, etc., using appropriate vocabulary;
- J. Recombine learned structures and vocabulary to create simple paragraphs using correct word order;
- K. Draw and express conclusions about content and story line after viewing videos with native speakers talking at near normal rate;
- L. Use cognates and context to understand reading passages;
- M. Use and understand reflexive verbs in sentences.

Course Content:

- 1. Past tense; contrast of passé composé and imperfect tenses
- 2. Apply knowledge of transitive and pronominal verbs (using être) and other verbs (using avoir) in the passé composé
- 3. Immediate future tense and recent past
- 4. Future and Conditional tenses will be introduced
- 5. Negation including negative adverbs
- 6. Comparative and superlative structures and usage
- 7. Commands-formal and informal
- 8. Direct and indirect object pronouns used in conjunction with the pronouns y and en
- 9. Parts of the body, additional vocabulary on food, time, weather, clothing, quantities and other vocabulary as needed to enable discussion
- 10. Practice creating written and oral sentences describing facts or opinions based on videos and cultural and historical readings
- 11. Continued emphasis on using cognates and context for clues to meaning

12. Continued emphasis on creating French by word groups or meaning rather than by word-for-word translation
13. Increased class discussion in French of readings and videos, including comparison of student opinions and conclusions.

Methods of Instruction:

1. Lecture - Instructor will explain and elaborate on grammar, vocabulary and culture to elucidate the content. Instructor will present additional examples for students from the textbook.
2. Individualized Instruction - Instructor working one on one with students in language lab on pronunciation and spoken structures.
3. Audio-visual Activity - Viewing video clips in French to introduce cultural materials or stories which promote discussion.
4. Written Exercises - Creating sentences and dialogues in pairs or groups. Summarizing the content of a video episode or cultural reading.
5. Responding in complete French sentences to questions posed by instructor or other students using the structures and vocabulary under study.
6. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in French.
7. Reviewing more advanced text or workbook assignments which could include true/false, fill-in-the-blank, editing sentence structures for proper agreement of gender and number, as well as short answer or essays to express personal opinions or experience.
8. Interviewing another student and reporting information to the class.
9. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
10. Playing games in French (such as guessing games).

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. Bi-weekly chapter exams and one final exam
- D. Home Work
 1. weekly
- E. Oral Presentation
 1. one at end of term.
- F. Papers
 1. 1 paper due before midterm. 2nd paper due before final exam.
- G. Quizzes
 1. chapter quizzes (at instructor's discretion)

Typical Outside-of-Class Assignments

A. Project:

1. Oral Presentation: French culture topic of choice. To be delivered in French, 3–5 minutes on a French culture topic of interest to the student. PowerPoint Presentations encouraged.

B. Writing:

1. Homework exercises from on-line workbook:
 1. Recognition tasks, matching, true/false, fill-in-the-blank
 2. Changing the subject of a sentence and making any other necessary changes
 3. Changing the tense of a sentence, active use of the past tenses.
 4. Reacting to pictures or situations involving comprehension and use of new structures
 5. Creating personal responses using new vocabulary and structures
 6. Creating who, what, when, where, why questions in past tense.
 7. Reading comprehension questions which call for evaluation, comparison, contrast
 8. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension
 9. Taking self-tests in preparation for classroom tests

Textbooks (Typical):

OER:

1. Carl Blyth, Karen Kelton *Tex's French Grammar*, The Center for Open Educational Resources and Language Learning (COERLL), 2025. <https://www.laits.utexas.edu/tex/>.

Textbook:

1. James Mitchell, Cheryl Tano *Promenades: à travers le monde francophone*. 5th ed., Vista Higher Learning, 2026.
2. Evelyn Amon *Vis-à-Vis*. 8th ed., McGraw Hill, 2023.

Other Learning Materials:

1. French: Short Stories for Beginners Frederic Bibard 978-1519063984
2. French Workbook for Dummies, by Laura K. Lawless 2022 978-1119982036

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

- A. NFRN 201
4-Year Institution Requirement
- B. FREN 1A
4-Year Institution Requirement
- C. appropriate skill level demonstrated through the assessment process.
4-Year Institution Requirement

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.

In discussing with other Foreign Language educators in the California, we recognize the need for more Distance Education in our field. Students who work full-time, or have other obligations that make it difficult to attend classes on campus need more options so that they are not prolonging their academic careers because of difficulties with scheduling the courses they need for transfer.

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

In conjunction with my supervisors, Dr. Stuart McElderry and Amy Mattern, in addition to requests from students.

[Prior note]

The busy lives of adult learners requires more flexible and adaptive teaching methods to allow them to access courses. DE would open up French instruction to more students. I have spoken with the Dean of Arts and Humanities about this need and received approval for this course development.

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 at least once every other 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: Participate in each discussion board assigned, and provide feedback to each student. 2-4 assigned per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on most homework assignments, and every quiz, writing assignment, and submitted speaking sample.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-3 announcements per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Once weekly as an open Office Hour, or by appointment.
- **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 class lectures and 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: 2-4 per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 1-2 assignments per semester.

- **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: Student-led study sessions will be held at least once per week.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 2-4 discussion board assignments per semester.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: 1-2 assignments per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: 2-4 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Between 6-8 quizzes per semester, and a 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: Included in weekly assignments.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly live or recorded lectures.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly videos.
- **Games:** *Games will be used to reinforce learned material.*
Frequency: Weekly.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: 1 per semester.
- **Other:**
Frequency: Recorded speaking samples on topics in French.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Language Other Than English

- LOTE - 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 Yes

Credit-by-Portfolio ~~Yes~~ No

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

~~Essay or research paper~~

~~Oral interview~~

~~Other documentation (transcripts, certifications, etc.)~~

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

CCC000373517

CB03: TOP Code

110200 - French

CIP Code

16.0901 - French Language and Literature

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

Credit for Prior Learning: GDDM 53 - Adobe Photoshop I

Credit for Prior Learning: GDDM 53 - Adobe Photoshop I (Launched)
compared with
GDDM 53 - Adobe Photoshop I (Active - Implemented 08-22-2024)

**Admin Outline for Graphic Design & Digital Media 53
Adobe Photoshop I
Effective: Fall 2024****Catalog Description:****GDDM 53 - Adobe Photoshop I
3.00 Units**

Learn to use Adobe Photoshop at the introductory level to create and manipulate digital images, photographs and illustrations. Emphasis on basic to lower-intermediate level techniques and tools used to create image files suitable for print and screen. Design principles emphasized to create effective output through computer-based composition.

1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation:

- GDDM 50
- GDDM 51

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:

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 photographic montages using Adobe Photoshop.
- B. Use Photoshop tools to manipulate images for retouching, color correction, and basic adjustments.
- C. Use various tools for creating Selections, Mask, and Alpha Channels to isolate and manipulate images.

Course Objectives:

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

- A. Create new Photoshop documents and open existing Photoshop documents to edit or manipulate them, integrate elements from photographs and other Photoshop documents, using low intermediate masking techniques, into one another with some degree of expertise and believability.
- B. Begin to understand pixel density as it pertains to image size and quality, and how this makes raster images different from images created in vector drawing programs.
- C. Use various Photoshop tools and techniques as required by the projects, including: low-intermediate level masking and blending, typographic manipulation and distortion, creation of simple Brushes, Patterns, and Gradients.
- D. Analyze a project to determine possible technical strategies in terms of Photoshop tools and techniques for image creation;
- E. Organize Layers Panel for proper workflow and to create desired visual effects using Groups, Clipping Masks, Layer Masks, Filters, Art Boards, and Blend Modes.

Course Content:

Lecture:

- 1. Beginning interface use in Photoshop
 - 1. Selection, creation, and manipulation tools
 - 2. Palettes and workspaces
 - 3. Menus and elements
- 2. Using raster and vector tools to create selections.
- 3. Using Image Size and Canvas Size for image editing.
- 4. Basic methods for using Photoshop with Illustrator:
 - 1. Creating basic vector files for use in Photoshop as Pixels, Smart Objects, Paths, and Shapes.
 - 2. Pasting Illustrator files into Photoshop to utilize transformation tools and then reimporting the transformed files back into Illustrator.
 - 3. Basic selection techniques using channels
 - 4. Basic selection techniques for use filters
 - 5. Advanced Pen Tool selections added to imported Illustrator files
- 5. Introduction to Blending Modes, Layer Styles, and Adjustment Layers

6. Using with Groups and Sub-Groups
7. Basic painting: using Photoshop's brushes, swatches, gradients, or filters to create painted images
8. Cropping
9. Creating headlines using type and brushes
10. Transparency
11. Printing
12. Using Photoshop for web design
 1. Optimizing images for web use
 2. Creating rollovers
 3. Using Photoshop with Dreamweaver for web design

Lab Activities:

1. File Formats and Saving
2. Color Modes
3. Photoshop Basic Selection tools
4. Layers
5. Adjustments and Adjustment layers
6. Clipping Mask
7. Layer Mask
8. Adobe Bridge
9. Camera Raw
10. Pen Tool
11. Typographic functions with Type tool
12. Layer Blend Modes
13. Retouching tools
14. Setting up a printable PDF

Methods of Instruction:

1. Lecture - Combination of lecture with hands-on demonstration.
2. Discussion - Student to Student and Student to Instructor discussion would occur during the lecture with hands-on demonstrations and during lab hours.
3. Demonstration - Combination of lecture with hands-on demonstration.
4. Projects - Projects enable students to have creative input with specific requirements.
5. Student Presentations - Student presentations with class critiques helps student awareness of what others view their artwork.
6. Critique - Student critique sessions
7. Classroom Activity - Practical exercises on and off the computer; Tutorials and self-paced assignments in "Help", textbook and online
8. Lab - Computer lab time with direct instructor and cooperative peer support
9. Instructor created Videos and online videos.

Methods of Evaluation

- A. Class Participation
 1. Used to keep students engaged in lecture daily.

B. Class Work

1. Used to help to retain new information that was demonstrated during lecture daily.

C. Home Work

1. Used to help to access new information that was demonstrated during lecture and whether new information was absorbed long term weekly.

D. Oral Presentation

1. Used to develop soft skills in explaining presentation projects once a month approximately.

E. Projects

1. Used to measure the usage of multiple instructional techniques from lectures in the creative process every month approximately.

F. Quizzes

1. Used to access the retention of the student from lectures approximately every 2-3 weeks.

Typical Outside-of-Class Assignments

A. Other:

1. Create Postcard using multiple photographs, Text, Layer Masks, and filters.
 1. Have an image inset in wide type
 2. reate unique background textures
2. Repair a Damaged Photograph
 1. Use the 4 HEALING TOOLS to recreate/repair facial features
 2. Use SELECTIONS to COPY & PASTE areas from an undamaged part of the photograph to repair a damaged area.
 3. Use PAINTING and FILTERING to enhance the photo.
3. Create a simple, collaged DVD case cover
 1. Determine required full document size
 2. Sketch out sample designs
 3. In consultation with the instructor and peers, determoine the design sketch to use
 4. Assemble required photographs
 5. Mask and select needed areas of photographs
 6. Assemble the basic collage
 7. Refine component masks and basic collage
 8. Finalize and print design
 9. Assemble mock-up

Textbooks (Typical):

Textbook:

1. Conrad Chavez, Andrew Faulkner *Adobe Photoshop Classroom in a Book (2022 release)*. 1 ed., Pearson, 2022.
2. Nigel French, Mike Rankin *Adobe Photoshop Visual QuickStart Guide*. 1 ed., Peachpit Press, 2022.

Other Materials Required of Students

1. sketch book; H, HB, & B artist's pencils, pencil sharpener, kneaded erasers, ruler-straight edge with inches, millimeters, and picas .

2. GDDM print card as necessary for color prints.

Equity Based Curriculum

- 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.

After consulting with the program coordinator, the department feels that the content of this course can be taught effectively on-line.

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

A consensus was reached between the program coordinator and the instructors for this course.

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: Weekly discussion boards
- **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 project
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: 2 web-conferencing sessions per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: 2 chat discussions 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: Weekly discussions will be posted for current topics and projects
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Twice weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Per 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
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Twice weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: At least 4 videos will be shown
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: There will be 5 projects for the semester
- **Other:**
Frequency: Students will present 4 projects

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

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.

Current Adobe Certified Professional - Visual Design Using Adobe Photoshop from Adobe

Codes and Dates

Course CB Codes

CB00: State ID

CCC000580896

CB03: TOP Code

103000 - Graphic Art and Design

CIP Code

50.0409 - Graphic Design

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

Credit for Prior Learning: GDDM 54 - Adobe Illustrator I

Credit for Prior Learning: GDDM 54 - Adobe Illustrator I (Launched)
compared with
GDDM 54 - Adobe Illustrator I (Active - Implemented 01-01-2024)

**Admin Outline for Graphic Design & Digital Media 54
Adobe Illustrator I
Effective: Fall 2024****Catalog Description:****GDDM 54 - Adobe Illustrator I
3.00 Units**

Use the latest version of Adobe Illustrator to create technical and artistic illustrations in different styles. Emphasis on basic- to intermediate-level techniques and tools used to create image files suitable for print and screen. Design principles emphasized to create effective output through computer-based composition.
1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation:

- GDDM 50

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:

Graphic Arts, or, Multimedia.

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 new Illustrator Documents efficiently and open existing Illustrator Documents for editing and modification: set-up/launch, retrieve, save for print and screen.
- B. Demonstrate understanding of the Pen Tool, individual anchor points, and Bezier handles, and be able to manipulate artwork on a point-by-point level.
- C. Use Illustrator at the most basic level to create illustrations and simple graphic designs.
- D. Work in the Illustrator interface with facility.

Course Objectives:

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

- A. Work in the Illustrator interface with facility;
- B. Create new Illustrator documents efficiently and open existing Illustrator documents for editing and modification: set-up/launch, retrieve, save for print and screen;
- C. Understand the total independence in vector images between actual size, screen size, scalable size;
- D. Perform basic-to-intermediate level image creation and manipulation tasks using the following Illustrator tools and techniques: Selection and Direct Selection, multiple Shape Tools, multiple Pen Tool variations, Transformations including rotate, scale, skewing, and separate point editing; Color Palette Creation: Master and Sub Layers, Swatches, Gradient Creation and editing, using Illustrator Brushes, Work Spaces,
- E. Employ the use of keyboard shortcuts for common tasks.
- F. Troubleshoot at the basic level.

Course Content:

Lecture:

- 1. Overview of Illustrator interface
 - 1. Basic tools
 - 2. Panel layouts and Workspaces
 - 1. Customizing workspaces for different workflow
 - 3. Setting up a document, working with art boards
- 2. Definition: raster (bitmapped) and vector (object-oriented) images
 - 1. Resolution independent imaging
- 3. Basic Navigation
 - 1. Hand Tool for panning within document
 - 2. Various methods for zooming in and out of a document
- 4. Basic object manipulation
 - 1. Creating with basic shapes
 - 2. Selection Tool and Direct Selection Tool
 - 3. Basic transformations: Move, resize, rotate
 - 4. Basic Object properties: Fill and Stroke

1. Types of swatches: Solid color, pattern, gradient
5. Pathfinder, Align and Transform Panels
6. Expanding objects
5. Intermediate object manipulation
 1. Step and Repeat
 2. Rotate and Repeat
 3. Scale and Repeat
6. Working with the Pen Tool
 1. Creating straight and curved lines
 2. Manipulating lines and bezier handles
 3. Add/delete anchor points and convert anchor points
7. Drawing: using Illustrator's drawing tools
 1. Using the brush tools
 2. Using various brush tips
 3. Creating and customizing brush tips
8. Working with type
 1. Point type vs Area type
 2. Text Type Tool
 3. Activating fonts through Adobe Fonts
9. Output
 1. Printing and exporting
 2. Save for web
10. Trouble shooting

Lab Activities:

1. Basic Shapes – Use basic geometry tools to create a variety of illustrations by merging and subtracting shapes from each other. Students will also be required to place shapes in proper stacking order and alignment
2. Pen Tool – Use the various pen tool techniques to trace a photograph to create a line drawing version of an object
3. Brush Tools – Create custom brushes to simulate real media as well as create patterns and textures. Apply brushes to create an original digital illustration
4. Text Tools – Using text tools as well as warp tools, create and decorate text in a variety of styles

Methods of Instruction:

1. Demonstration
2. Lecture
3. Field Trips - to industry seminars, conventions and conferences if available
4. Discussion
5. Practical exercises on and off the computer
6. Viewing examples of student and professional work
7. Computer lab time with direct instructor and cooperative peer support
8. Peer-to-peer discussion of technology techniques
9. Student critique sessions

Methods of Evaluation

A. Class Participation

1. Weekly. Students are to participate in class by asking questions and answering questions.

B. Class Work

1. Weekly. Students are to work on their projects during lab time.

C. Home Work

1. As needed. Students may work on projects additionally at home

D. Oral Presentation

1. students will present and share each project, explaining their design process. Typically 4-5 per semester

E. Projects

1. students will present and share each project, explaining their design process. Typically 4-5 projects per semester.

Typical Outside-of-Class Assignments

A. Other:

1. Working with Basic Shapes: Using basic shapes, colors, pathfinder and selection tools, create a series of related objects based on a theme.
2. Use the pen tool to trace and recreate a mechanical drawing based on a photograph. Use gradients and gradient mesh tool to render the image.
3. Using type tools, create an illustrated word to describe the meaning of the word through a visual composition.
4. Create a vector portrait poster based on a provided theme.
5. Create a book cover.

Textbooks (Typical):

Textbook:

1. Brian Wood *Adobe Illustrator Classroom in a Book (2023 release)*. 1 ed., Pearson, 2023.
2. Shanon Steuer *Adobe Illustrator WOW! Book for CS6 and CC, The*. 2 ed., Peachpit Press, 2019.

Other Materials Required of Students

1. Flash Drive/Thumb Drive to store and transport digital files.
2. Print card for color prints.

Equity Based Curriculum

- Assignments
- Typical Texts

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 consulting with the program coordinator, the department feels that the content of this course can be taught effectively on-line.

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

A consensus was reached between the program coordinator and the instructors for this course

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: Weekly discussion boards
- **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 project

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: 2 web-conferencing sessions per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: 2 chat discussions 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: Students will be encouraged to use an informal discussion thread to ask each other questions throughout the semester. Additionally, weekly discussions will be posted for current topics and projects.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Twice weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Per 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
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Twice weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: At least 4 videos will be shown
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: There will be 5 projects for the semester
- **Other:**
Frequency: Students will present 5 projects

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

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.

Current Adobe Certified Professional - Graphic Design & Illustration Using Adobe Illustrator

Codes and Dates

Course CB Codes

CB00: State ID

CCC000578335

CB03: TOP Code

103000 - Graphic Art and Design

CIP Code

50.0409 - Graphic Design

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

Credit for Prior Learning: GDDM 64 - Adobe InDesign I

Credit for Prior Learning: GDDM 64 - Adobe InDesign I (Launched)
compared with
GDDM 64 - Adobe InDesign I (Active - Implemented 01-01-2024)

**Admin Outline for Graphic Design & Digital Media 64
Adobe InDesign I
Effective: Fall 2024****Catalog Description:****GDDM 64 - Adobe InDesign I
3.00 Units**

Introductory level course in page design and layout using Adobe InDesign software. Students assemble a variety of pieces such as booklets, brochures, magazines, newspapers, newsletters, and other communication materials. Emphasis is on learning techniques used by design professionals to create full-color pieces integrating text, photos, and illustrations.

1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation:

- GDDM 50
- GDDM 52

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:

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 the fundamental principles and considerations of page layout design by properly setting up a document to correct trim, bleed, margins, page count, and folds.
- B. Create an effective layout by combining text and images and manage all related art assets for press ready output.
- C. Effectively combine text and images into a single layout and manage all related art assets for final output.
- D. Effectively use type with appropriate consideration to typeface, style, size, location, and formatting in regards to legibility and readability of text.
- E. Identify various image formats, its features and its limitations and to use appropriate image types in page layouts at the correct size, resolution, and color space.
- F. Utilize typographic tools and typesetting features in InDesign, demonstrating the ability to select the appropriate font, style, size, location, and formatting in regards to legibility of text.

Course Objectives:

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

- A. Create and modify single and multiple page publications in different formats, such as brochures, newspapers, and books.
- B. Setup documents to effectively place, format, and edit text within various page layouts.
- C. Setup documents to effectively place and format images within various page layouts.
- D. Combine the use of text and images together in a single layout and prepare the document for output.

Course Content:

Lecture:

- 1. Setting up a new document
 - 1. Setting up proper bleed and trim settings
 - 2. Setting up correct page count and orientation, margins and columns
 - 3. Setting up Master pages
- 2. Working with objects on the page
 - 1. Create basic shapes in the document and how to manipulate them
 - 2. Duplicate, resize, rotate objects
 - 3. Align and distribute multiple objects on the page
 - 4. Change shape properties such as decorative corners
 - 5. Basic fill and stroke attributes
- 3. Text
 - 1. Flow text into the document and how to manage long text documents
 - 2. Work with threaded text and different ways to import text into InDesign

3. Editing text: Word processing functions such as find and replace, spell check, custom dictionaries and editing marks
4. Formatting text
 1. Changes to the text's appearance, such as font choice and size, settings for leading, kerning
 2. Paragraph formatting attributes such as space before and space after, hyphenation
 3. Use of special characters (non breaking spaces, discretionary hyphens, ligatures, special glyphs)
1. Working with Colors
 1. Different color models (RGB, CMYK, HSB, spot colors): explained in regards to print and web publishing
2. Working with Styles
 1. How to unify the text within the publication by managing the appearance through the use of paragraph and character styles
3. Working with graphics
 1. Major graphics file formats (PSD, AI, TIFF, EPS, JPGs, GIFs, PNGs, BMPs...etc.)
 2. Advantages and disadvantages for each file format in regards to publishing
 3. How to check images to see if it's okay to use for print or web publication (Color space, resolution)
4. Outputting and exporting
 1. How to output to various destinations for print, PDF, web, etc.
 2. How to preflight files and ensure mechanical accuracy when packaging files
5. Copyright Issues
 1. General issues regarding copyright
 2. Basic copyright law and where to find creative commons license images for use.

Lab Activities:

1. Document Setup – Create a blank single page document according to provided specifications. Trim, bleed, margins and columns should be properly setup.
2. Document Setup – Create a document that is appropriate to be folded into a tri-fold brochure, gatefold, or other various folded pieces
3. Document Setup – Create a multi page document that is appropriate to be output as a book or booklet
4. Working with Text – Create a document with multiple stories in it, using various text attributes such as font, style, size, leading, tracking, kerning, to stylize the text to be functional, legible, and attractive.
5. Work with images – Place multiple images into a page layout, working with the correct image format, resolution, color space, and profile.
6. Working with long document – create a multi-page document using text threads, parent pages, paragraph styles, character styles, globally managed colors, layout adjustment/liquid layout/alternative layout
7. Output – output projects as mockups, proofs, and pdfs per specifications

Methods of Instruction:

1. Lecture
2. Demonstration

3. Discussion
4. Projects
5. Lab
6. Student Presentations
7. Critique

Methods of Evaluation

- A. Class Participation
 1. Weekly. Students are expected to attend and participate in class by asking and answering questions.
- B. Class Work
 1. Weekly. Students will work on projects during class.
- C. Home Work
 1. As necessary
- D. Lab Activities
 1. Weekly. Students will work on projects during class.
- E. Oral Presentation
 1. 3-5 presentations per semester.
- F. Projects
 1. Approximately 5 projects per semester.

Typical Outside-of-Class Assignments

- A. Other:
 1. Single page layout using only text. Newspaper front page, flyers.
 2. Double page spread using only images. Magazine spread.
 3. Combined use of images and text in folded layout. Brochures.
 4. Combined use of images and text in multi page layout. Books.

Textbooks (Typical):

Textbook:

1. Kelly Kordes Anton, John Cruise *Adobe InDesign CC Classroom in a Book (2022 Release)*. 1 ed., Pearson, 2021.
2. Nigel French *InDesign Type: Professional Typography with Adobe InDesign*. 4 ed., Adobe Press, 2018.

Other Materials Required of Students

1. Required list of supplies to complete all of the assigned studies.

Equity Based Curriculum

- Assignments
- Typical Texts

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 consulting with the program coordinator, the department feels that the content of this course can be taught effectively on-line.

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

A consensus was reached between the program coordinator and the instructors for this course

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: Weekly discussion boards
- **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 project

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

Frequency: 2 web-conferencing sessions per week

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: 2 chat discussions 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: Students will be encouraged to use an informal discussion thread to ask each other questions throughout the semester. Additionally, weekly discussions will be posted for current topics and projects.

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Twice weekly

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

Frequency: Per 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

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Twice weekly

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: At least 4 videos will be shown

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: There will be 5 major projects for the semester

- **Other:**

Frequency: Students will present 4 of their projects

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

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.

Current Adobe Certified Professional - Print & Digital Media Publication Using Adobe Photoshop from Adobe

Codes and Dates

Course CB Codes

CB00: State ID

CCC000358201

CB03: TOP Code

103000 - Graphic Art and Design

CIP Code

50.0409 - Graphic Design

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

Credit for Prior Learning: NAVI 210 - Summer Camp Drone Coding and Piloting

Credit for Prior Learning: NAVI 210 - Summer Camp Drone Coding and Piloting (Launched)
compared with
NAVI 210 - Summer Camp Drone Coding and Piloting (Active - Implemented 08-21-2024)

**Admin Outline for Noncredit Aviation 210
Summer Camp Drone Coding and Piloting
Effective: Summer 2024****Catalog Description:****NAVI 210 - Summer Camp Drone Coding and Piloting
54 Hours**

This is a week-long intensive hands-on course designed for high school students. It introduces students to entry-level programming using small drones. Students will learn real-world applications of drones through guided activities, problem-based learning challenges, field trips, and interaction with industry drone professionals.

9 hours lecture, 27 hours laboratory.

Total Lecture Hours	9
Total Lab Hours	27
Total Inside of Class Hours	36
Total Outside of Class Hours	18
Total Student Learning Hours	54

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Aviation.

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. Describe the varied uses of an Unoccupied Aerial System (UAS) in multiple disciplines and careers.
- B. Perform basic computer programming skills in order to operate a drone in a specific flight pattern.
- C. Safely operate a UAS and perform a controlled take-off, demonstrate basic flight controls, and execute a landing.

Course Objectives:

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

- A. Describe the varied uses of an Unoccupied Aerial System (UAS) in multiple disciplines and careers.
 - 1. Perform basic computer programming skills in order to operate a drone in a specific flight pattern.
- B. Safely operate a UAS and perform a controlled take-off, demonstrate basic flight controls, and execute a landing.

Course Content:

Lecture:

- I. UAS Uses
 - A. UAS uses
 - B. Real estate
 - C. Building inspection
 - D. Public Safety
 - E. Surveying/Mapping
 - F. Wildlife management
 - G. Forest management
 - H. Video production
 - I. Photography
 - J. Architecture
 - K. Journalism
 - L. Equipment maintenance
- II. Safety and Ethics
 - A. Property Safety
 - B. Personal Safety
 - C. Privacy Concerns
- III. UAS Equipment and Technology
 - A. Size
 - B. Type
 - C. Performance
- IV. UAS Parts
 - A. Body
 - B. Motors

- C. Propellers
- D. Batteries
- E. Cameras
- F. Antenna
- G. USB Port
- H. Vision Positioning System (VPS)
 - I. Obstacle Avoidance Sensors
 - J. Controllers
 - K. Internal/SD Storage
- V. Programming
 - A. Algorithms
 - B. Computer Programs
 - C. Programming Languages
 - D. Flowcharts
 - E. Block Coding
 - F. Python
- VI. Mechanics of Flight
 - A. Aerodynamics
 - B. Lift
 - C. Drag
 - D. Roll
 - E. Pitch
 - F. Yaw

Lab Activities:

- I. Module 1
 - A. Coding Exercise – Square Pattern
 - B. Coding Exercise – Loops Coding
 - C. Coding Exercise – Square with coordinates
 - D. Coding Exercise – Hexagon Pattern
- II. Module 2
 - A. Coding Exercise – Vertical Square Pattern
 - B. Coding Exercise – Hexagon with Coordinates
 - C. Coding Exercise – Curves
 - D. Coding Exercise – Variables
 - E. Coding Exercise – If/Else Statements
 - F. Coding Exercise – Delivery Pattern
- III. Module 3
 - A. Coding Exercise – Functions
 - B. Exercise – Manual Flight
 - C. Coding Exercise – Python
- IV. Module 4
 - A. Community - Field Trip

- B. Coding Exercise – Competition (In n' Out)
- C. Coding Exercise – Competition (This or That)
- D. Coding Exercise – Competition (Easy as X,Y, Z)

V. Module 5

- A. Community - Industry Drone Professionals
- B. Coding Exercise – Group Competition

Methods of Instruction:

1. Written Exercises - Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.
2. Discussion - The description and explanation of case studies from FAA that describe common ethical and legal circumstances.
3. Demonstration - The demonstration of proper operating procedures for the set-up, flying , and landing of different types of UAS.
4. Guest Lecturers - The inclusion of speakers who represent active users of UAS technology with private commercial operations and public entities, such as water districts, state parks, city government, and state institutions.
5. Lecture - Review of textbook and related teaching materials using traditional lecture formats accompanied by audio/visual software, hand outs, and online guides.
6. Student Presentations - Students may explain and discuss their own original work using various methods including demonstrations, lecture, audio visual presentations, and other interactive means to convey their findings and receive active feedback.

Methods of Evaluation

- A. Exams/Tests
 1. Minimum of 1
- B. Field Trips
 1. once
- C. Group Projects
 1. once
- D. Papers
 1. Minimum of 2
- E. Projects
 1. once
- F. Quizzes
 1. Minimum of 2

Typical Outside-of-Class Assignments

- A. Other:
 1. Ten to twenty pages of reading.
 2. Guided software programming exercises
 3. Guided drone flight pattern exercises
 4. Forum posts on class-related topics

5. Quizzes.
6. A written paper discussing job possibilities in this developing industry

Textbooks (Typical):

Textbook:

1. CodeHS *Intro to JavaScript Textbook*. 1 ed., CodeHS, 2023.

Manual:

1. Federal Aviation Administration (FAA). Pilot's Handbook of Aeronautical Knowledge. Federal Aviation Administration (FAA), 2016.

Other Materials Required of Students

1. None.

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Methods of Evaluation
- Typical Texts
- Other Materials Required of Students
- Library

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.

As an introductory course that emphasizes basic computer programming and fundamental flight operations, this course can be delivered in a distance education format. By having a DE equivalent, this course would be more accessible to a wider student population.

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

The decision was made based upon a review of the planned course material and in consultation with course collaborators.

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: Three times a course.
- **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 during the course.
- **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 during the course.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Five times a course.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency:

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: Twice during the course.
- **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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Twice during the course.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Twice during the course.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Twice during the course.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Once

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning_ Yes

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

Credit-by-Exam_ Yes

Credit-by-Portfolio_ No

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

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

CCC000629420

CB03: TOP Code

070710 - Computer Programming

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: NENG 210 - Craft of the Sentence

Credit for Prior Learning: NENG 210 - Craft of the Sentence (Launched)

compared with

NENG 210 - Craft of the Sentence (Active - Implemented 08-15-2025)

Admin Outline for Noncredit English 210**Craft of the Sentence**

Effective: Fall 2025

Catalog Description:**NENG 210 - Craft of the Sentence****108 Hours**

Practice in sentence-level writing that focuses on possibilities rather than rules, as well as editing in any genre of writing, including—but not limited to—academic writing. Practice in writing and editing sentences that achieve desired stylistic effects based on the writing situation and audience. Develops strategies to communicate complex ideas at the sentence level. Discusses multifaceted and changing nature of language and writing. This course is open to students currently enrolled in ENGL C1000, or students who have passed ENGL C1000 or the equivalent.

36 hours lecture.

Prerequisite(s):

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

- ENGL C1000, may be taken concurrently.

Total Lecture Hours	36
Total Inside of Class Hours	36
Total Outside of Class Hours	72
Total Student Learning Hours	108

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

Course Objectives:

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

- A. Use coordination in sentences to express logical relationships of ideas
- B. Use subordination in sentences to express logical relationships of ideas
- C. Use transitions in and between sentences to express logical relationships of ideas
- D. Create parallel structures in sentences
- E. Use and place modifying words, phrases, and clauses with intent (including adjectives, adverbs, prepositional phrases, verbal phrases, appositives, and adjective clauses)
- F. Choose words that help achieve the writer's intention and show consideration of audience
- G. Describe what makes writers' voices, including their own, unique
- H. Describe how the writing situation and intended audience influence the writer's decision-making process
 - I. Punctuate according to conventions of a given genre
 - J. Use sentence variety to control emphasis

Course Content:

- 1. Sentence-combining and expression of logical relationships of ideas in and between sentences
- 2. Instruction in sentence-level editing including subjects, verbs, and modifiers; joining words; parallelism; word choice; sentence style; and voice
- 3. Reading and analysis of theories of language
- 4. Discussion of various genres' effects on reader expectations including grammar and structure

Methods of Instruction:

- 1. Lecture - Short lecture with classroom activities. Modeling of writing, editing, and word choice strategies.
- 2. Written Exercises - Practice in writing and editing sentences in a workbook and in the students' own writing.
- 3. Student Presentations - Group or oral presentations on the effect of audience and the writing situation in a writer's decision-making process.

Methods of Evaluation

- A. Class Work
 - 1. Weekly workbook exercises
- B. Exams/Tests
 - 1. At least two per semester
- C. Oral Presentation
 - 1. One per semester

Typical Outside-of-Class Assignments

A. Other:

1. Complete writing workbook exercises on the use of subordinating conjunctions to express logical relationships of ideas and control emphasis.
2. Apply knowledge of the effects of punctuation to something you're writing outside of this class.
3. Read "Students' Right to Their Own Language" and write a reflection.
4. Edit sentences to show consideration of the conventions of a chosen style guide or genre (e.g., MLA, fiction).
5. Give a presentation on a published author's voice and stylistic use of sentences in their writing.

Textbooks (Typical):

Textbook:

1. Karen Elizabeth Gordon *The New Well-Tempered Sentence*. Illustrated ed., Collins Reference, 2003.
2. Pam, et al Altman *Sentence-Combining Workbook*. 5th ed., Cengage Learning, 2018.
3. Geraldine Woods *Twenty-Five Great Sentences and How They Got That Way*. Reprint ed., W. W. Norton & Company, 2022.
4. Stanley Fish *How to Write a Sentence: And How to Read One*. Reprint ed., Harper, 2012.
5. University of Chicago Press Editorial Staff *Chicago Manual of Style*. 17th ed., University of Chicago Press, 2017.
6. Associated Press *The Associated Press Stylebook: 2022-2024*. 56th ed., Basic Books, 2022.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Course Objectives
- Typical Assignments
- Textbooks/Materials

Requisite Validation

A. ENGL C1000

Closely-related Lec/Lab Course

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.

FO: This class will provide support to students taking asynchronous classes. They will be able to access online support in the form of video-assisted coaching, assignments requiring online or in-person visits to the Reading and Writing Center, Tutoring, and/or Smart Shops, and meetings with other students and their instructors.

OFl: This class will provide support to students taking asynchronous, combo, hybrid, and in-person classes. It will allow for HyFlex attendance. Students will be able to access in-person coaching from their instructor and Instructional Assistants, online support in the form of breakout room group work and instructor meetings, video-assisted coaching, assignments requiring online or in-person visits to the Reading and Writing Center, Tutoring, and/or Smart Shops, and meetings with other students and their instructors.

PO: This class will provide support to students taking hybrid classes. Students will be able to access in-person coaching from their instructor and Instructional Assistants, online support in the form of video-assisted coaching, assignments requiring online or in-person visits to the Reading and Writing Center, Tutoring, and/or Smart Shops, and meetings with other students and their instructors.

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

Department discussion

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: approximately 4 times/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: As needed, approximately 4 times per semester
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Individual conferences during office hours to check in with students individually at least 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: 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: Group presentations at least once per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: As needed, at least two times 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: 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: At least once per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: At least once per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: weekly quizzes, midterm and final exams
- **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 times (practice midterm and final)

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

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

CCC000639113

CB03: TOP Code

150100 - English

CIP Code

23.0101 - English Language and Literature, General

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

A - One level below transfer

CB22: Non Credit Course Category

C - Elementary and Secondary Basic Skills

CB23: Funding Agency Category

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

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

Credit for Prior Learning: NENG 215 - Personalized Coaching for Academic Reading and Writing

Credit for Prior Learning: NENG 215 - Personalized Coaching for Academic Reading and Writing (Launched)

compared with

NENG 215 - Personalized Coaching for Academic Reading and Writing (Active - Implemented 08-15-2025)

**Admin Outline for Noncredit English 215
Personalized Coaching for Academic Reading and Writing**

Effective: Fall 2025

Catalog Description:**NENG 215 - Personalized Coaching for Academic Reading and Writing
27 Hours**

This noncredit course provides whole group, small group, and individualized support with writing and reading assignments. Students meet regularly with an English 215 instructor during prescribed hours as well as with English tutors, on a customized learning plan. Student hours spent with Reading and Writing faculty tutors and in Smart Shops also count towards the variable hours of this course. Students can choose to focus on developing their skills in academic reading, composition, research, sentence-level writing skills, or some combination of these. Students may repeat this course until mastery of the skills is met. This course is intended to help students be successful in college-level credit coursework and must be taken concurrently with at least one credit course.

hours lecture, 27 - 54 hours laboratory.

Prerequisite(s):

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

- ENGL C1000, may be taken concurrently.

Total Lab Hours	27 - 54
Total Inside of Class Hours	27
Total Outside of Class Hours	0
Total Student Learning Hours	27

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English.

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. Identify and use a multi-step process for reading and writing assignments.
- B. Identify and use strategies to improve self-efficacy, including campus supports.

Course Objectives:

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

- A. Read in an engaged, active style
- B. Pre-read material in order to form questions that promote comprehension, recall and critical thinking;
- C. Recognize writing structures in order to improve focus and comprehension in reading and writing;
- D. Apply pre-writing methods to generate ideas;
- E. Write academic papers that are appropriate to audience and purpose;
- F. Respond accurately and thoroughly to the assignment;
- G. Proofread effectively, making choices that are consistent with audience needs and the rhetorical situation.
- H. Conduct outside research and integrate it into one's writing to support student's ideas without plagiarism;
- I. Compile and proofread bibliographies that comport with the style requested by the instructor, whether MLA, APA, or other.
- J. Develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset and learning about brain research, personal time management, study skills, and best ways to access and integrate college supports, whether in the form of non-credit and credit courses, faculty/student tutoring and workshops, counseling, DSPS accommodations, mental health support, financial aid, basic needs, etc.

Course Content:

1. Course content will vary based on the needs of the student and may include the following activities. Introduction of these skills will have already occurred or be occurring in the English 1A or 1AEX course.
2. Introduction of these skills will have already occurred or be occurring in the English 1A or 1AEX course; if the 215 course is being taken to support other writing goals, a small amount of instruction may take place but will be contextualized to the course being taken or skills needed for the workplace.
3. Use active reading strategies for comprehension, critical thinking and recall;
4. Understand metacognition through think alouds;
5. Learn how to talk to the text and annotate:

6. Practice reading as a recursive process, graduating from pre-reading to reading to post-reading and back again
7. Understand the difference between summary and analysis
8. Practice pre-writing strategies
 1. Brainstorm an essay topic
 2. Freewrite to discover ideas
 3. Use mind maps
 4. Organize body paragraphs using introductory ideas, including thesis arguments
 5. Experiment with graphic organizers for outlines, like flow charts and trees
 6. Practice full-sentence outlines
9. Practice essay structure
 1. Review and annotate a prompt, moving towards generating a thesis and outline that meets its demands
 2. Formulate an essay topic and generate a working thesis
 3. Practice building formatted body paragraphs, whether exploratory or point-driven
 4. Introduce, cite, and analyze textual evidence that supports paragraph topic/point
 5. Organize introductions and conclusion
10. Identify audience, purpose, and rhetorical situation
 1. Identify potential audience or audiences for a given essay and choose voice and style of English accordingly
 2. Appreciate one's own positionality and consider how to use it in writing, depending on the context
 3. Learn academic writing techniques, which include tone, syntax, and rhetorical devices
11. Develop more facility with the research and writing process
 1. Use library technology to locate sources
 2. Locate and use various library services (NoodleBib, reference desk, interlibrary loan, etc.)
 3. Practice notetaking
 1. Practice summarizing and evaluating research sources for an annotated bibliography
 2. Practice recording all source information and page numbers of quotes, paraphrases, and summaries
 4. Practice smooth and accurate integration and citation of sources
 5. Consider how MLA compares to other common citation methods (APA, Chicago, etc.) and recognize the different demands and styles of those systems.
12. Develop student awareness of language choices
 1. Choose a style of English appropriate to audience, purpose, and rhetorical situation
 2. Review/learn the expectations of Edited American English around comma use, run-ons, fragments, subject-verb agreement, and other syntactical and mechanical matters
 3. Make editing and proofreading choices that enable engaging, effective writing
13. Use the assignment, thesis, and outline to guide re-reading and writing
 1. Identify main ideas from a text
 2. Find evidence to support arguments
14. Review instructor feedback, make revision plans, implement plan;
15. Learn about and practice various study skills, including time management, tailored to student's learning preferences and disability, if any;

16. Learn about growth mindset and brain research, including equity-focused critiques of growth mindset approaches;
17. Learn about and start to use various learning and wrap-around support services, including non-credit and credit courses, faculty/student tutoring and workshops, counseling, DSPS accommodations, mental health support, financial aid, basic needs, etc.

Methods of Instruction:

1. Individualized Instruction -
2. Critique -
3. Demonstration -
4. Research -
5. Audio-visual Activity -

Methods of Evaluation

- A. Class Participation
 1. every meeting
- B. Class Work
 1. every meeting
- C. Lab Activities
 1. once a week

Typical Outside-of-Class Assignments

- A. Other:
 1. Bring a complete draft of a research paper to next meeting
 2. Annotate a reading assigned for an English class
 3. Revise an essay according to instructor specifications and individual choices regarding organization, content, and style
 4. Attend a Smart Shop and apply the lessons learned to the revision of an essay
 5. Attend a meeting with a RAW tutor and complete revisions according to the faculty tutor's recommendations
 6. With tutor assistance, generate questions to ask the instructor during class time or office hours

Textbooks (Typical):

Textbook:

1. Carol Dweck *Mindset: The New Psychology of Success*. updated ed., Ballantine-Penguin/Random House, 2007.
2. Diana Hacker, Nancy Sommers *A Writer's Reference*. 10 ed., Bedford/St. Martin's, 2021.
3. John D. Ramage, John C. Bean, June Johnson *The Allyn & Bacon Guide to Writing*. 8 ed., Pearson, 2017.
4. Gerald Graff, Cathy Birkenstein *They Say, I Say: The Moves That Matter in Academic Writing*. 4th ed., W. W. Norton, 2018.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Course Objectives
- Methods of Evaluation
- Textbooks/Materials

Requisite Validation

A. ENGL C1000
Closely-related Lec/Lab Course

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.

FO: This class will provide support to students taking asynchronous classes. They will be able to access online support in the form of video-assisted coaching, assignments requiring online or in-person visits to the Reading and Writing Center, Tutoring, and/or Smart Shops, and meetings with other students and their instructors.

OFI: This class will provide support to students taking asynchronous, combo, hybrid, and in-person classes. It will allow for HyFlex attendance. Students will be able to access in-person coaching from their instructor and Instructional Assistants, online support in the form of breakout room group work and instructor meetings, video-assisted coaching, assignments requiring online or in-person visits to the Reading and Writing Center, Tutoring, and/or Smart Shops, and meetings with other students and their instructors.

PO: This class will provide support to students taking hybrid classes. Students will be able to access in-person coaching from their instructor and Instructional Assistants, online support in the form of video-assisted coaching, assignments requiring online or in-person visits to the Reading and Writing Center, Tutoring, and/or Smart Shops, and meetings with other students and their instructors.

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

Department discussion

Accessibility:

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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:

Course Objectives:

DE Course Interaction

Instructor-Student Interaction

- **Other:**
Frequency:

Student-Student Interaction

- **Other:**
Frequency:

Student-Content Interaction

- **Other:**
Frequency:

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

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.

Codes and Dates

Course CB Codes

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150100 - English

CIP Code

23.0101 - English Language and Literature, General

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N - Non Credit

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

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

A - One level below transfer

CB22: Non Credit Course Category

C - Elementary and Secondary Basic Skills

CB23: Funding Agency Category

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

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

Credit for Prior Learning: NESL 213 - Speaking and Listening Fluency for Academic and Professional Purposes

Credit for Prior Learning: NESL 213 - Speaking and Listening Fluency for Academic and Professional Purposes (Launched)

compared with

Course Modification: NESL 213 - Speaking and Listening Fluency for Academic and Professional Purposes (Approved - Implemented 08-15-2027)

Admin Outline for Noncredit English as a Second Language 213 Speaking and Listening Fluency for Academic and Professional Purposes **Effective:** Fall 2027

Catalog Description:

NESL 213 - Speaking and Listening Fluency for Academic and Professional Purposes 108 Hours

This is an oral communication course that will enable students to develop advanced speaking and listening fluency for academic and professional purposes. ESL 113 will enable students to fluently use linguistic forms accurately, meaningfully and appropriately, emphasizing academic and professional discourse. Students will practice listening and responding to academic lectures and presentations like TED Talks, including note-taking, summarizing, and other forms of critical analysis. Speaking practice will emphasize advanced rhetorical strategies through group discussions, debates, impromptu speeches and oral presentations and cultural norms in academic and professional contexts. It is the fifth and highest level of the ESL Speaking and Listening Fluency Pathway.

18 hours lecture, 36 hours activity.

Prerequisite(s):

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

- ESL 123 **or** ESL 126 **or** NESL 223 **or** NESL 226, or placement through the ESL assessment process

Total Lecture Hours	18
Total Activity Hours	36
Total Inside of Class Hours	54
Total Outside of Class Hours	54
Total Student Learning Hours	108

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL).

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. Present a researched topic accurately, professionally and persuasively.
- B. Understand main ideas and details in an oral presentation like an academic lecture or TED Talk.
- C. Distinguish between fact, opinion, and inference in an oral presentation.

Course Objectives:

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

- A. Request clarification and explanation when necessary.
- B. Apply comprehensive rules of social interaction: introductions, turn taking, making requests, polite interruption and disagreement, hedging language, etc.
- C. Analyze nonverbal cues in academic and professional contexts.
- D. Demonstrate professional nonverbal presentation skills, including eye contact, gestures, posture, etc.
- E. Express personal opinions on factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV.
- F. Analyze and respond to inferences and rhetorical strategies from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- G. Comprehend and initiate conversations on a variety of learned topics.
- H. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations.
- I. Summarize information from lectures and academic presentations and express personal responses and opinions
- J. Identify and correct some pronunciation difficulties.
- K. Analyze best practices associated with discourse specific to a variety of academic and professional contexts.
- L. Demonstrate the ability to analyze and implement various techniques to reduce anxiety connected to public discourse.
- M. Apply learned grammar structures, like noun clauses and reported speech, in spoken discourse.

Course Content:

Lecture:

- 1. Listening Skills
 - 1. Identifying main ideas, supporting ideas, details and examples

2. Distinguishing between fact, opinion and inference
3. Strategies for understanding challenging language patterns, like fast speech, or unfamiliar accents. For example, asking for permission to record lectures, listening for key words, repetition, and emphasis, etc.

2. Speaking Skills

1. Responding orally to oral information, such as presentations, lectures, audio
2. Identifying and reducing pronunciation patterns that interfere with comprehensibility (e.g., dropped word endings, phonemic distinctions, stress and intonation patterns)
3. Asking for clarification or repetition
4. Delivering a prepared speech on researched topics with appropriate use of grammar and vocabulary, with or without notes
5. Delivering impromptu speeches and responses, including effective pausing/stalling techniques, transitions, paraphrasing and summarizing a speaker's message
6. Utilizing visual aids, presentation software, notes, and outlines
7. Interacting with the audience (answering questions, for example)

3. Discussion Skills (One-to-one, small and large group, whole class)

1. negotiating meaning
2. exchanging information
3. expressing one's views
4. agreeing and disagreeing
5. developing consensus
6. Role playing to practice and solve problems

4. Analytical Skills

1. Recognizing and employing organizational patterns such as narrative, process, comparison/contrast, persuasion, argumentation
2. Note-taking and annotation skills
3. Outlining and summarizing skills
4. Synthesis of readings and lectures
5. Self-evaluation
6. Peer review

5. Vocabulary

1. Vocabulary and common expressions used for agreement, disagreement, concession, conciliation, opinion and debate
2. Vocabulary and transitional expressions related to citation of sources, research, case studies, etc.
3. Academic vocabulary pertaining to lectures, presentations, and course textbook

6. Grammar Skills

1. Modals and related expressions related to politeness and disagreement
2. Rules of reported speech and noun clauses

7. Non-verbal Cues and Social Norms

1. Basic rules of social interaction, such as polite disagreement, hedging, etc.
2. Comprehension of American use of non-verbal communication, like gestures, facial expressions and space, in a variety of academic and professional contexts

3. Analysis of discourse in a variety of academic and professional settings. For example, office hours, a job interview, etc.
8. Authentic Materials
 1. Academic Lectures
 2. TED Talks
 3. Film and television
 4. Radio and podcasts

Activities:

1. Summarize a guest lecturer's presentation, and share your summary with a small group using accurate noun clauses and/or reported speech.
2. Take notes while listening to a TED Talk; list three facts and three opinions from the presentation and discuss with a small group.
3. Watch your recorded presentation to analyze areas of strength and areas for improvement in your non-verbal communication.
4. Analyze the differences between presentation styles from your country and the US
5. Determine the type of visual aid that best supports your public speaking

Methods of Instruction:

1. Audio-visual Activity - Listening to recorded academic lectures and/or presentations and summarizing, paraphrasing, or answering questions.
2. Classroom Activity - Classroom debate
3. Critique - Record your presentation and complete a self-evaluation.
4. Discussion - One-to-one, small and large group, and whole class.
5. Guest Lecturers - Academic lecturers and/or community presenters.
6. Individualized Instruction - Instructor will provide individualized feedback to students post presentations.
7. Lab - Can include research, practice and role playing.
8. Lecture - Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.
9. Observation - Provide peer review feedback to classmates post presentation.
10. Research - On a chosen topic for a presentation.
11. Student Presentations - Individual and/or small group, both prepared and impromptu.
12. Written Exercises - Notes, annotations, outlines and reflections.

Methods of Evaluation

- A. Class Participation
 1. weekly
- B. Class Work
 1. weekly
- C. Exams/Tests
 1. Listening exams, including a midterm and final
- D. Home Work
 1. a minimum of 4 hours, weekly

- E. Lab Activities
 - 1. weekly
- F. Oral Presentation
 - 1. 2-4 presentations, including a final presentation
- G. Quizzes
 - 1. minimum of 8

Typical Outside-of-Class Assignments

- A. Other:
 - 1. Oral presentations
 - 1. 1 minute impromptu speech
 - 2. 3 minute researched presentation
 - 2. Audio Recordings for self and teacher evaluations
 - 3. Identify places in presentation to practice suitable gestures
 - 4. Role-playing – visiting your teacher's office hours; answering mock interview questions
 - 5. Note-taking, annotating and summarizing an academic lecture
 - 6. Analysis of rhetorical and persuasive strategies from authentic materials
 - 7. Application of hedging language to disagree in debate

Textbooks (Typical):

OER:

- 1. BYU English Language Center *Advanced Low Listening and Speaking.*, EdTech Books, 2024.
https://edtechbooks.org/advanced_low_listening__speaking.

Textbook:

- 1. Miriam Espeseth *Academic Encounters Level 4 Student's Book Listening and Speaking with Integrated Digital Learning.* 2 ed., Cambridge University Press, 2017.
- 2. Christien Lee *21st Century Communication: Listening, Speaking, and Critical Thinking.* 2 ed., National Geographic Learning, 2023.
- 3. Jessica Williams *Prism 4.* 1 ed., Cambridge University Press, 2017.
- 4. Rebecca Tarver Chase, Kristin L. Johannsen, Paul MacIntyre, Kathy Najafi, Fetting Cindy *Pathways: Listening, Speaking, and Critical Thinking 4.* 2 ed., Heinle ELT, 2018.
- 5. Christina Cavage *University Success Oral Communication, Transition Level, with Myenglishlab.* 1 ed., Pearson, 2016.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Validation

A. ESL 123

Content Review

Required

- Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- Retell the plot and identify major support from authentic materials, such as news items and movies
- Request clarification and explanation when necessary
- ~~Respond appropriately to verbal presentations and instructions in the classroom~~
- Control pronunciation and intonation patterns of English to be understood in group discussions
- Listen and respond appropriately to academic content and vocabulary
- Comprehend and initiate conversations on a variety of learned topics
- Respond appropriately to verbal presentations and instructions in the classroom

Recommended

- ~~Apply~~ Interpret ~~comprehensive~~ and ~~rules~~ use ~~of~~ nonverbal ~~social~~ factors ~~interaction: that~~ introductions, ~~influence~~ turn ~~meaning~~ taking, ~~in~~ making ~~oral~~ requests communication
- Take dictation of sentences and questions
- Follow multi-step oral directions
- Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
- ~~Interpret~~ Apply ~~and~~ comprehensive ~~use~~ rules ~~nonverbal~~ of ~~factors~~ social ~~that~~ interaction: ~~influence~~ introductions, ~~meaning~~ turn ~~in~~ taking, ~~oral~~ making ~~communication~~ requests

B. ESL 126

Content Review

Required

- Retell, summarize, the events of a story
- Summarize information from lectures and academic presentations and express personal responses and opinions
- Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
- Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
- Listen and respond appropriately to concrete and abstract content and vocabulary
- Participate in conversations, one-to-one, and small group discussions about social and academic topics

Recommended

- ~~Recite literature to the class: short stories and/or poems~~
- ~~Take dictation of sentences of multiple clauses~~

- ~~Identify and correct some pronunciation difficulties which are the result of linguistic background~~
- ~~Use rules of social interaction appropriately: introductions, turn taking, making requests~~
- ~~Respond appropriately to nonverbal factors in oral communication~~
- Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
- Respond appropriately to nonverbal factors in oral communication
- Recite literature to the class: short stories and/or poems
- Take dictation of sentences of multiple clauses
- Identify and correct some pronunciation difficulties which are the result of linguistic background
- Use rules of social interaction appropriately: introductions, turn taking, making requests

C. NESL 223

Content Review

Required

- Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- Retell the plot and identify major support from authentic materials, such as news items and movies
- Request clarification and explanation when necessary
- ~~Respond appropriately to verbal presentations and instructions in the classroom~~
- Control pronunciation and intonation patterns of English to be understood in group discussions
- Listen and respond appropriately to academic content and vocabulary
- Comprehend and initiate conversations on a variety of learned topics
- Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- Respond appropriately to verbal presentations and instructions in the classroom

Recommended

- ~~Apply Interpret comprehensive and rules use of nonverbal social factors interaction: that introductions influence meaning in oral communication~~
- Use learned grammatical structures , turn-taking vocabulary , making and requests idiomatic expressions appropriately during in-class activities, including oral presentations
- Take dictation of sentences and questions
- Follow multi-step oral directions
- Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- ~~Interpret Apply and comprehensive use rules nonverbal of factors social that interaction: influence meaning in oral communication~~
- ~~Use learned grammatical structures introductions , vocabulary turn taking , and making idiomatic expressions appropriately during in-class activities, including oral presentations requests~~

D. NESL 226

Content Review

Required

- Retell, summarize, the events of a story
- Summarize information from lectures and academic presentations and express personal responses and opinions
- Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
- Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
- Listen and respond appropriately to concrete and abstract content and vocabulary
- Participate in conversations, one-to-one, and small group discussions about social and academic topics

Recommended

- ~~Recite literature to the class: short stories and/or poems~~
- ~~Take dictation of sentences of multiple clauses~~
- ~~Identify and correct some pronunciation difficulties which are the result of linguistic background~~
- ~~Use rules of social interaction appropriately: introductions, turn taking, making requests~~
- ~~Respond appropriately to nonverbal factors in oral communication~~
- Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
- Respond appropriately to nonverbal factors in oral communication
- Recite literature to the class: short stories and/or poems
- Take dictation of sentences of multiple clauses
- Identify and correct some pronunciation difficulties which are the result of linguistic background
- Use rules of social interaction appropriately: introductions, turn taking, making requests

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

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

CCC000639117

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

32.0109 - Second Language Learning

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

A - One level below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: NESL 223 - Intermediate Oral Communication

Credit for Prior Learning: NESL 223 - Intermediate Oral Communication (Launched)
compared with

Course Modification: NESL 223 - Intermediate Oral Communication (Approved - Implemented
08-15-2027)

**Admin Outline for Noncredit English as a Second Language 223
Intermediate Oral Communication**

Effective: Fall 2027

Catalog Description:**NESL 223 - Intermediate Oral Communication
108 Hours**

This is an intermediate level oral communication course. This course will enable students to use linguistic forms accurately, meaningfully and appropriately, emphasizing academic listening and speaking skills: listening and speaking in small groups, listening to short lectures on academic topics, learning academic vocabulary and expressions, making presentations on new topics.

18 hours lecture, 36 hours activity.

Prerequisite(s):

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

- ESL 130B **or** ESL 131B **or** ESL 133 **or** NESL 230B **or** NESL 231B **or** NESL 233, or placement through the ESL assessment process

Total Lecture Hours	18
Total Activity Hours	36
Total Inside of Class Hours	54
Total Outside of Class Hours	54
Total Student Learning Hours	108

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL).

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. Comprehend a short lecture on an academic topic.
- B. Research and make a five-minute presentation on a new topic.
- C. Take dictation of sentences and questions.
- D. Use academic vocabulary and expressions.

Course Objectives:

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

- A. Comprehend and initiate conversations on a variety of learned topics
- B. Listen and respond appropriately to academic content and vocabulary
- C. Control pronunciation and intonation patterns of English to be understood in group discussions
- D. Interpret and use nonverbal factors that influence meaning in oral communication
- E. Respond appropriately to verbal presentations and instructions in the classroom
- F. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
- G. Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- H. Follow multi-step oral directions
 - I. Take dictation of sentences and questions
 - J. Request clarification and explanation when necessary
- K. Apply comprehensive rules of social interaction: introductions, turn taking, making requests
- L. Retell the plot and identify major support from authentic materials, such as news items and movies
- M. Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- N. Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources

Course Content:

Lecture:

- 1. Listening and Speaking
 - 1. Giving and accepting compliments
 - 2. Responding orally to oral information, such as presentations, lectures, audio
 - 3. Responding appropriately to multi-step oral instructions
 - 4. Dictation of sentences and questions
 - 5. Basic rules of social interaction, such as making requests, introductions, turn taking
 - 6. Identification of fact, opinion and inference

2. Pronunciation of
 1. Phonetic sounds and intonation patterns
 2. Reduced speech (want to - wanna)
 3. Voiced and voiceless distinction
 4. Verb tenses and modal expressions
 5. Key words in a stream of speech
3. Non-verbal communication
 1. Non-verbal communication of attitude
 2. Comprehension of American use of gestures, facial expressions and space
4. Discussion
 1. One-to-one
 2. Small and large group
 3. Whole class
 4. Role play to practice and solve problems
5. Presentations
 1. On researched topics with appropriate use of grammar and vocabulary
6. Vocabulary Development
 1. Expansion of academic vocabulary
 2. Comparing and contrasting
 3. Expressions of agreement and disagreement
 4. Expressions of opinion and debate
 5. Common American slang and idiomatic expressions
7. Authentic Materials
 1. Film and television
 2. Radio
 3. Music

Activities:

1. After listening to a lecture about success and what it means to be successful, one-to-one discussion to retell the main ideas and supporting details.
2. Small group discussion to share student goals and the benefits of setting academic goals.
3. Practice with learned vocabulary from diverse fields of study post lecture.

Methods of Instruction:

1. Audio-visual Activity - Pre and post listening activities that evaluate comprehension, for example.
2. Classroom Activity - Communicative activities that promote language acquisition, such as retelling the plot of a movie to a partner.
3. Critique - Self-analysis of recorded presentations, for example.
4. Discussion - One-to-one, small or large group, and whole class activities that allow practice of learned communication strategies.
5. Guest Lecturers - Guest presentation that is connected to a unit from the text book, for example.
6. Individualized Instruction - Instructor analysis and feedback from oral presentations.
7. Lab - Weekly lab activities to promote use and comprehension of course concepts.
8. Lecture - Engaging presentations on course content, such as American slang and idiomatic expressions. Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse

learners.

9. Student Presentations - Short oral presentations demonstrating comprehension of course concepts.

Methods of Evaluation

- A. Class Participation
 - 1. Weekly
- B. Class Work
 - 1. Weekly
- C. Exams/Tests
 - 1. 2 major exams: a midterm and final
- D. Group Projects
 - 1. Students may complete one group presentation
- E. Home Work
 - 1. A minimum of four hours weekly
- F. Lab Activities
 - 1. Weekly
- G. Oral Presentation
 - 1. A minimum of three
- H. Quizzes
 - 1. Bi-weekly
- I. Research Projects
 - 1. Culminating in an oral presentation

Typical Outside-of-Class Assignments

- A. Research:
 - 1. Research presentation, such as a five minute presentation on the effects of rising global temperatures
- B. Other:
 - 1. Presentations
 - 1. Poetry reading
 - 2. Literature or speech recitation
 - 2. Dictation
 - 1. Statements and questions
 - 2. Vocabulary
 - 3. Live or taped presentations for practice in listening and recognition and use of grammar structures, words, idiomatic expressions, and slang.
 - 3. Quizzes
 - 1. Vocabulary
 - 2. Dictation
 - 3. Listen to recorded speech, take notes, and retell the main ideas and supporting points
 - 4. Listening and transferring information such as completing a chart or form
 - 4. Vocabulary Development

1. Use of an English language learner dictionary to clarify the meaning and pronunciation of new vocabulary
2. Analysis of slang and idiomatic expressions from authentic materials
5. Weekly Lab Assignments
 1. Listening activities which focus on cultural factors of communication
6. Homework
 1. Weekly listening journal
 2. Textbook exercises
 3. Vocabulary

Textbooks (Typical):

OER:

1. BYU English Language Center *Advanced Low Listening and Speaking.*, EdTech Books, 2024.
https://edtechbooks.org/advanced_low_listening__speaking.

Textbook:

1. Helen Solorzano, Jennifer Schmidt *NorthStar Listening and Speaking 3 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL , 2020.
2. Jessica Williams *21st Century Communication: Listening, Speaking, and Critical Thinking 2*. 2nd ed., National Geographic Learning, 2023.
3. Miles Craven, Kristen D Sherman *Q: Skills for Success 3 Listening and Speaking*. 2nd ed., Oxford University Press, 2015.
4. Ellen Kisslinger *Contemporary Topics 2 with Essential Online Resources*. 4th ed., Pearson Education ESL, 2016.
5. Timothy McLaughlin *University Success Oral Communication Intermediate to High-Intermediate*. 1st ed., Pearson Education ESL, 2018.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Validation

A. ESL 130B

Content Review

Required

- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences

- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)

Recommended

- Discuss English grammar using standard grammar terminology
- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- Use technology (Canvas, etc.) effectively to enhance and monitor learning
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- Identify and correctly use high frequency prepositions of time, place, and movement
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- ~~Discuss English grammar using standard grammar terminology~~
- ~~Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences~~

Not Necessary Skills

- ~~Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively~~
- ~~Identify the referent and correctly use subject and object pronouns~~
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Identify verbs in sentences as transitive, intransitive, or linking
- Identify the referent and correctly use subject and object pronouns
- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively

B. ESL 131B

Content Review

Required

- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses

Recommended

- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- ~~Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence~~

Not Necessary Skills

- ~~Identify and label author, title and date for print sources from the college library~~
- ~~Use the library catalogue to identify and find print sources in the college library~~
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Scan for specific information in longer readings
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Identify and label author, title and date for print sources from the college library.
- Use the library catalogue to identify and find print sources in the college library
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples

C. ESL 133

Content Review

Required

- Request clarification and explanation
- Relate factual information, personal experiences and personal opinions
- Follow basic oral directions
- Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
- Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
- Respond appropriately to spoken English in the classroom
- Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication
- Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
- Participate in discussions in one-to-one situations and small groups on a variety of topics
- Comprehend and respond with learned vocabulary in conversation
- Comprehend and initiate simple spoken English in conversations on familiar topics

Recommended

- Retell the plot and/or main ideas from news items, movies, and lectures or presentations
- Apply basic rules of social interaction: introductions, turn taking, making requests
- Take dictation of sentences and questions

D. NESL 230B

Content Review

Required

- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses

- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)

Recommended

- ~~Discuss English grammar using standard grammar terminology~~
- ~~Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences~~
- ~~Use technology (Canvas, etc.) effectively to enhance and monitor learning~~
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- Use technology (Canvas, etc.) effectively to enhance and monitor learning
- Identify and correctly use high frequency prepositions of time, place, and movement
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- Discuss English grammar using standard grammar terminology
- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences

Not Necessary Skills

- ~~Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively~~
- ~~Identify the referent and correctly use subject and object pronouns~~
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Identify verbs in sentences as transitive, intransitive, or linking
- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- Identify the referent and correctly use subject and object pronouns

E. NESL 231B

Content Review

Required

- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses

Recommended

- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence

Not Necessary Skills

- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Scan for specific information in longer readings
- ~~Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions~~
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples

F. NESL 233

Content Review

Required

- Relate factual information, personal experiences and personal opinions
- Request clarification and explanation
- Follow basic oral directions
- Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
- Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
- Respond appropriately to spoken English in the classroom
- Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication
- Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
- Participate in discussions in one-to-one situations and small groups on a variety of topics
- Comprehend and respond with learned vocabulary in conversation
- Comprehend and initiate simple spoken English in conversations on familiar topics

Recommended

- Retell the plot and/or main ideas from news items, movies, and lectures or presentations
- Apply basic rules of social interaction: introductions, turn taking, making requests
- Take dictation of sentences and questions

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 Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times 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: 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: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI or PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of twice 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: 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: minimum of twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
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: 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: minimum of twice per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Quizzes, minimum of every other week. Exams, minimum of twice 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: minimum of four times per semester

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: minimum of 1 per semester

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: minimum of 3 per semester

- **Other:**

Frequency: homework assignments, minimum 4 hours per week

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

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

CCC000639118

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

32.0109 - Second Language Learning

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

B - Two levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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



Credit for Prior Learning: NESL 226 - Intermediate Pronunciation and Fluency

Credit for Prior Learning: NESL 226 - Intermediate Pronunciation and Fluency (Launched)
compared with

Course Modification: NESL 226 - Intermediate Pronunciation and Fluency (Approved -
Implemented 08-15-2027)

Admin Outline for Noncredit English as a Second Language 226 Intermediate Pronunciation and Fluency

Effective: Fall 2027

Catalog Description:

NESL 226 - Intermediate Pronunciation and Fluency

58.5 Hours

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and reading presentations.

18 hours lecture, 3 hours activity.

Prerequisite(s):

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

- ESL 130B **or** ESL 131B **or** ESL 136 **or** NESL 230B **or** NESL 231B **or** NESL 236, or placement through ESL assessment process

Total Lecture Hours	18
Total Activity Hours	3
Total Inside of Class Hours	21
Total Outside of Class Hours	37.5
Total Student Learning Hours	58.5

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL).

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 grammar and pronunciation rules to produce correct simple, compound, and learned complex sentences with stress on content words rather than function words.
- B. Give oral directions and instructions.
- C. Pronounce learned vocabulary and idiomatic expressions understandably.
- D. Dictation of compound and complex sentences and questions with learned academic vocabulary.

Course Objectives:

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

- A. Participate in conversations, one-to-one, and small group discussions about social and academic topics
- B. Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
- C. Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- D. Listen and respond appropriately to concrete and abstract content and vocabulary
- E. Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
- F. Respond appropriately to nonverbal factors in oral communication
- G. Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
- H. Summarize information from lectures and academic presentations and express personal responses and opinions
- I. Use rules of social interaction appropriately: introductions, turn taking, making requests
- J. Identify and correct some pronunciation difficulties which are the result of linguistic background
- K. Take dictation of sentences of multiple clauses
- L. Recite literature to the class: short stories and/or poems
- M. Retell, summarize, the events of a story

Course Content:

Lecture:

- 1. Participate in one-to-one discussions
- 2. Problem solving and group activities to identify sounds
- 3. Role play to use speech sounds
- 4. Learn some common idiomatic expressions
- 5. Practice pronunciation of:
 - 1. phonetic sounds

2. reduced speech
3. voiced-voiceless distinction
4. intonation patterns
6. listen to news reports, dramas, talk shows
7. write sentences from dictated speech
8. recognize the sound-spelling correspondence of past tense regular verbs and regular plural nouns
9. identify stress placement and vocabulary
10. comprehend reduced speech and blending
11. analyze some contrasts between English and student's native language
12. assess some individual needs of each student
13. practice the sounds and rhythms of English that are problematic

Activities:

1. Participate in conversations, one-to-one, and small group discussions about social and academic topics.
2. Take dictation of sentences of multiple clauses.
3. Retell, summarize, the events of a story.
4. Develop effective listening skills.
5. Recognize a variety of speech patterns and accents.
6. Critique own pronunciation.

Methods of Instruction:

1. Lecture - Describing, for example, typical stress patterns in spoken English. Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.
2. Audio-visual Activity - listening to audio recordings and summarizing, paraphrasing, or answering questions
3. Classroom Activity - pair work reading aloud selected texts
4. Individualized Instruction - working one-on-one to give feedback to students regarding their pronunciation
5. Projects - preparing group or individual projects or speeches about inter-lingual interference or other topics
6. Discussion - small group discussion of pronunciation challenges, for example
7. Student Presentations - practiced speeches, for example

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Performance
 1. Weekly
- C. Exams/Tests
 1. Minimum of two
- D. Group Projects
 1. Minimum of one
- E. Lab Activities
 1. Weekly

F. Oral Presentation

1. Minimum of one

G. Quizzes

1. Minimum frequency of every other week

Typical Outside-of-Class Assignments

A. Other:

1. Listen-imitate-repeat tasks
2. Minimal pairs repetition tasks
3. Listen to and write down the following dictation
4. Prepare and deliver a three-minute presentation on one feature of linguistic interference from your primary language
5. Listening and transferring information such as completing a chart or form
6. Recite this short poem to your partner
7. Distinguishing task:
 1. For example: distinguish the correct form from aurally produced language to elicit a correct response
 1. This pen leaks. Then don't write with it
 2. This pan leaks. Then don't cook with it

Textbooks (Typical):

Textbook:

1. Lewis Lansford, Robyn Brinks Lockwood *Prism Listening and Speaking 3 with Digital Pack*. 2 ed., Cambridge University Press, 2022.
2. Explore ToWin *Learn English for Adult Beginners.*, Independently Published, 2024.
3. Judy B Gilbert *Clear Speech*. 4th ed., Cambridge, 2017.
4. Susan Cameron *Perfecting Your English Pronunciation*. 2nd ed., McGraw-Hill, 2018.
5. Mark Hancock *English Pronunciation in Use Intermediate Book*. 2nd ed., Cambridge , 2017.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Validation

A. ESL 130B

Content Review

Required

- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list

- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)

Recommended

- ~~Use technology (Canvas, etc.) effectively to enhance and monitor learning~~
- ~~Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions~~
- Identify and correctly use high frequency prepositions of time, place, and movement
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- Discuss English grammar using standard grammar terminology
- Use technology (Canvas, etc.) effectively to enhance and monitor learning.

Not Necessary Skills

- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- Identify the referent and correctly use subject and object pronouns
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Identify verbs in sentences as transitive, intransitive, or linking

B. ESL 131B

Content Review

Required

- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and correct errors in writing based on learned grammar and spelling
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses

Recommended

- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- ~~Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence~~

Not Necessary Skills

- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Scan for specific information in longer readings
- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- ~~Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions~~
- ~~Scan for specific information in longer readings~~
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples

C. ESL 136

Content Review

Required

- Respond appropriately to nonverbal factors in oral communication
- Communicate ideas in conversations one-to one and in small groups
- Pronounce learned vocabulary and idiomatic expressions understandably
- Distinguish sounds in minimal pairs
- Identify some individual pronunciation difficulties and modify them
- Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- Identify some pronunciation difficulties which are the result of linguistic background
- Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
- Identify and produce focus on new information in conversation
- Recognize and produce de-emphasized word/s in a stream of speech
- Recognize and produce stress on the content word/s in a sentence
- Recognize and produce a pause at the end of a thought group to signal completion of the thought

Recommended

- Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- Read a paragraph or short passage using listener friendly pronunciation
- Identify focus words in a reading passage and decide which syllable within the focus words to stress
- Use rules of social interaction appropriately: introductions, turn taking, making requests

D. NESL 230B

Content Review

Required

- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)

Recommended

- ~~Discuss~~ Use English technology ~~grammar using standard grammar terminology~~
- ~~Distinguish subject~~ (Canvas , verb, etc.) ~~objects,~~ effectively to enhance and ~~phrases~~ monitor ~~(noun, prepositional, gerund, and infinitive) in simple and compound sentences~~ learning
- Identify and correctly use high frequency prepositions of time, place, and movement
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- ~~Use~~ Discuss ~~technology~~ English ~~(Canvas~~ grammar using standard grammar terminology
- Distinguish subject , etc.) verb, ~~effectively to enhance~~ objects, and ~~monitor~~ phrases ~~learning~~ (noun, prepositional, gerund, and infinitive) in simple and compound sentences

Not Necessary Skills

- Identify the referent and correctly use subject and object pronouns
- Identify verbs in sentences as transitive, intransitive, or linking
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- ~~Identify the referent and correctly use subject and object pronouns~~

E. NESL 231B

Content Review

Required

- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- ~~Identify and correct errors in writing based on learned grammar and spelling~~

- ~~Express independent ideas and opinions about everyday and learned subjects in writing~~

Recommended

- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- ~~Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence~~

Not Necessary Skills

- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- ~~Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions~~
- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Scan for specific information in longer readings

F. NESL 236

Content Review

Required

- Identify some individual pronunciation difficulties and modify them
- Identify some pronunciation difficulties which are the result of linguistic background
- Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- Distinguish sounds in minimal pairs
- Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
- Recognize and produce a pause at the end of a thought group to signal completion of the thought
- Identify and produce focus on new information in conversation
- Recognize and produce de-emphasized word/s in a stream of speech
- Recognize and produce stress on the content word/s in a sentence
- Communicate ideas in conversations one-to one and in small groups
- Pronounce learned vocabulary and idiomatic expressions understandably
- Respond appropriately to nonverbal factors in oral communication

Recommended

- Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- Read a paragraph or short passage using listener friendly pronunciation
- Identify focus words in a reading passage and decide which syllable within the focus words to stress
- Use rules of social interaction appropriately: introductions, turn taking, making requests

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 Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times 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: 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: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI and PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of twice 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: 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: minimum of twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
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: 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: minimum of twice per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes, minimum of every other week. 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: minimum of four times per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: minimum of 1 per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: minimum of 1 per semester
- **Other:**
Frequency: homework assignments: at least 4 hours per week lab activities: weekly

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Las Positas College.

Credit-by-Exam Yes

Credit-by-Portfolio No

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

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

CCC000639119

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

32.0109 - Second Language Learning

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

B - Two levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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**CB26: Course Support Course Status****CB27: Upper Division Status**

Credit for Prior Learning: NESL 233 - Beginning Oral Communication

Credit for Prior Learning: NESL 233 - Beginning Oral Communication (Launched)
compared with

Course Modification: NESL 233 - Beginning Oral Communication (Approved - Implemented
08-15-2027)

**Admin Outline for Noncredit English as a Second Language 233
Beginning Oral Communication**

Effective: Fall 2027

Catalog Description:**NESL 233 - Beginning Oral Communication
108 Hours**

This is a beginning oral communication course. This course will enable students to use English accurately, meaningfully and appropriately, emphasizing conversational skills: listening and speaking in small groups, using new grammar structures orally, learning new words and expressions, comprehending and using idiomatic expressions.

18 hours lecture, 36 hours activity.

Enrollment Limitation:

- Placement through the ESL assessment process

Total Lecture Hours	18
Total Activity Hours	36
Total Inside of Class Hours	54
Total Outside of Class Hours	54
Total Student Learning Hours	108

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

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. Participate in discussions in one-to-one and small group situations on a variety of topics.
- B. Use level-appropriate grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes.
- C. Take dictation of sentences and questions.
- D. Retell the plot and/or main ideas from news items, movies, lectures, or presentations.

Course Objectives:

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

- A. Comprehend and initiate simple spoken English in conversations on familiar topics
- B. Comprehend and respond with learned vocabulary in conversation
- C. Participate in discussions in one-to-one situations and small groups on a variety of topics
- D. Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
- E. Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication
- F. Respond appropriately to spoken English in the classroom
- G. Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
- H. Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
- I. Follow basic oral directions
- J. Take dictation of sentences and questions
- K. Relate factual information, personal experiences and personal opinions
- L. Request clarification and explanation
- M. Apply basic rules of social interaction: introductions, turn taking, making requests
- N. Retell the plot and/or main ideas from news items, movies, and lectures or presentations

Course Content:

Lecture:

- 1. Listening and Speaking
 - 1. Dictation of statements and questions
 - 2. Discussion of topics from listening activities
 - 3. Formal and informal introductions
 - 4. Clarification questions and information requests
 - 5. Common American language practices
 - 1. Giving and accepting compliments
 - 2. Question and response

3. Small talk
2. Pronunciation of
 1. Phonetic sounds
 2. Intonation patterns
 3. Reduced speech
 4. Voiced-voiceless distinctions
3. Non-verbal Communication
 1. Common American body language and gestures
 2. Common American rules for distance
4. Discussion
 1. One-to-one discussions
 2. Small and large group
 3. Whole class discussions
5. Presentations
 1. Role play
 2. How to presentations
 3. Narrative
 4. Descriptive
6. Vocabulary development
 1. Basic vocabulary for
 1. Describing people and places
 2. Expressing emotional responses (fear, pleasure, surprise, etc.)
 3. Conveying appreciation, regret, approval
 2. Common idiomatic expressions and slang
7. Authentic Materials
 1. Film and television
 1. Drama
 2. Documentary
 3. Comedy
 4. TED Talks
 5. Etc.
 2. Radio
 1. News reports
 2. Popular talk radio
 3. Podcasts
 3. Music

Activities:

1. Write dictated sentences and questions.
2. Watch a short film excerpt and then retell the plot.
3. Watch a short film excerpt without audio and identify the nonverbal clues that contribute to understanding the plot.

Methods of Instruction:

1. Audio-visual Activity - Watch a film clip and answer questions about the clip, for example.

2. Classroom Activity - Listen to live or taped presentations to practice listening and recognizing use of grammar structures, words, idiomatic expressions, and slang. These presentations may consist of film clips, songs, poetry, short lectures, articles and anecdotes.
3. Discussion - Participate in communicative classroom discussions connected to course material in paired, small or large groups to promote language acquisition.
4. Guest Lecturers - Comprehend guest speakers, including the ability to ask follow up or clarifying questions, for example.
5. Lab - Weekly lab activities to promote use and understanding of course concepts.
6. Lecture - Present information on minimal pairs, for example. Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.
7. Student Presentations - Give a presentation about a cultural tradition celebrated in your family, for example.

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Work
 1. Weekly
- C. Exams/Tests
 1. 2 major exams - a midterm and a final
- D. Group Projects
 1. Students may complete one group presentation.
- E. Home Work
 1. Minimum of four hours weekly
- F. Lab Activities
 1. Weekly
- G. Oral Presentation
 1. A minimum of three.
- H. Quizzes
 1. Weekly

Typical Outside-of-Class Assignments

- A. Other:
 1. Presentations
 1. Review a movie
 2. Poster Presentation: Work with another student to create a poster and give a five-minute oral presentation
 3. Poem Presentation: Present a memorized poem with correct pronunciation, intonation and non-verbal language
 4. Descriptive Presentation: Give a five-minute presentation describing a traditional cultural celebration.
 2. Dictation
 1. Listen to and accurately transcribe five sentences.
 3. Quizzes

1. Listen and Respond appropriately to oral questions.
2. Accurately transcribe dictation of learned vocabulary, sentence structure and grammar
4. Vocabulary Development
 1. Practice pronunciation
 2. Comprehend and use slang and idiomatic expressions appropriately
 3. Utilize clarification phrases
 4. Comprehend modal use and meaning
5. Complete weekly lab assignments
6. Use a weekly listening journal

Textbooks (Typical):

Textbook:

1. Laurie L Frazier, Robin Mills *NorthStar Listening and Speaking 2 w/MyEnglishLab Online Workbook and Resources* (. 5 ed., Pearson Education ESL , 2019.
2. Kim Sanabria, Carlos Sanabria *Academic Encounters Level 2 Student's Book Listening and Speaking with Integrated Digital Learning*. 2 ed., Cambridge University Press, 2017.
3. Jaimie Scanlon Q: *Skills for Success: Level 1: Listening and Speaking Student Book with Digital Pack*. 3 ed., Oxford University Press, 2022.
4. Helen Solorzano, Laurie Frazier *Contemporary Topics 1*. 4 ed., Pearson Education, Inc, 2017.
5. Lida Baker, Laurie Blass *21st Century Communication: Listening, Speaking, and Critical Thinking*. 2 ed., National Geographic Learning, 2023.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

- A. Non Course Requirements
- Placement through the ESL assessment process
- Multiple Measures

DE Proposal

Delivery Methods

- **Fully Online (FO)**
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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: minimum 4 times 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: 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: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI and PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of twice 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: 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: minimum of twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
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: 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: minimum of twice per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: weekly quizzes, minimum of two 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: minimum of four times per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: minimum of 1 per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: minimum of 3 per semester

- **Other:**

Frequency: homework assignments: at least 4 hours per week lab activities: weekly

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning_ Yes

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

Credit-by-Exam_ Yes

Credit-by-Portfolio_ No

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

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

CCC000601691

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

32.0109 - Second Language Learning

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

C - Three levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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

CB26: Course Support Course Status

CB27: Upper Division Status

Credit for Prior Learning: NESL 236 - Beginning Pronunciation and Fluency

Credit for Prior Learning: NESL 236 - Beginning Pronunciation and Fluency (Launched)
compared with

Course Modification: NESL 236 - Beginning Pronunciation and Fluency (Approved -
Implemented 08-15-2027)

**Admin Outline for Noncredit English as a Second Language 236
Beginning Pronunciation and Fluency**

Effective: Fall 2027

Catalog Description:**NESL 236 - Beginning Pronunciation and Fluency
108 Hours**

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and presentations. Students will focus on developing listener friendly pronunciation. Course content includes individual as well as group work.

18 hours lecture, 36 hours activity.

Enrollment Limitation:

- Placement through the ESL assessment process

Total Lecture Hours	18
Total Activity Hours	36
Total Inside of Class Hours	54
Total Outside of Class Hours	54
Total Student Learning Hours	108

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

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. Correctly pronounce level-appropriate vocabulary and idiomatic expressions.
- B. Identify and stress appropriate content word(s) in a sentence.
- C. Distinguish sounds in minimal pairs.
- D. Correctly identify and pronounce voiced and voiceless sounds.

Course Objectives:

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

- A. Pronounce learned vocabulary and idiomatic expressions understandably
- B. Communicate ideas in conversations one-to one and in small groups
- C. Respond appropriately to nonverbal factors in oral communication
- D. Use rules of social interaction appropriately: introductions, turn taking, making requests
- E. Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
- F. Recognize and produce stress on the content word/s in a sentence
- G. Recognize and produce de-emphasized word/s in a stream of speech
- H. Identify and produce focus on new information in conversation
 - I. Recognize and produce a pause at the end of a thought group to signal completion of the thought
- J. Identify focus words in a reading passage and decide which syllable within the focus words to stress
- K. Read a paragraph or short passage using listener friendly pronunciation
- L. Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- M. Distinguish sounds in minimal pairs
- N. Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- O. Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- P. Identify some pronunciation difficulties which are the result of linguistic background
- Q. Identify some individual pronunciation difficulties and modify them

Course Content:

Lecture:

1. Pronunciation
 1. Syllable stress
 2. Pitch changes in streams of speech
 3. Stress on content word/s in sentences
 4. Stress and intonation to indicate old/new information, questions/statements
 5. Analysis of individual speech patterns and difficulties
 6. Voiced and voiceless sounds
 7. Short and long vowel sounds
 8. Minimal pairs

9. Beginning and final sounds
10. Appropriate pauses in sentences
11. Signaling the completion of a thought with a pause or pitch change
2. Listening and Speaking
 1. Introductions, turn taking, making requests
 2. Discrimination of individual sounds
 3. Listening for information
 4. Practice of speech sounds and patterns to improve communication
 5. Listener-friendly pronunciation practice in short reading passages
3. Non-verbal Communication
 1. Common American body language and gestures
 2. Common American rules for distance
4. Discussion
 1. One-to-one discussions to identify grammar and pronunciation connections
 2. Role play to practice specific speech sounds
 3. Small and large group
 4. Whole class
5. Presentations
 1. Reading presentations with listener friendly pronunciation, including grouping words into thought groups and emphasizing words to convey meaning
6. Language Development
 1. Specific grammatical forms, like the pronunciation of simple past final sounds
 2. Common idiomatic expressions and slang
 3. Word combinations (gonna, wanna, haveta, etc.)
7. Authentic Materials
 1. Film and television
 2. Radio
 3. Music

Activities:

1. Identification of long and short vowel sounds in authentic materials like news broadcasts.
2. Recitation of reading passages with appropriate stress and intonation.
3. Identification of content words in long streams of English.
4. Identification of long and short vowel sounds in authentic materials like news broadcasts.

Methods of Instruction:

1. Audio-visual Activity - Watch a short clip to identify specific sounds or slang.
2. Classroom Activity - Dictation of words, phrases, and sentences which highlight stress patterns of individual words and focus words in a sentence.
3. Discussion - Work with a partner or group to develop listener-friendly pronunciation for effective communication.
4. Individualized Instruction - Identify individual pronunciation difficulties based on L1 and modify.

5. Lab - Read and listen to recorded speech and identify the thought group boundaries by adding punctuation.
6. Lecture - Explain rules and demonstrate final sounds in simple past.
7. Student Presentations - Present a short reading passage or poem with correct stress, intonation and pronunciation.

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Work
 1. Weekly
- C. Exams/Tests
 1. 2 major exams: a midterm and final
- D. Group Projects
 1. Students may complete one group presentation
- E. Home Work
 1. A minimum of four hours weekly
- F. Lab Activities
 1. Weekly
- G. Oral Presentation
 1. Minimum of three
- H. Quizzes
 1. weekly
- I. Instructors will use a variety of evaluation methods to promote equitable outcomes.

Typical Outside-of-Class Assignments

- A. Other:
 1. Pronunciation
 1. Paragraph, poem, or song lyric analysis to identify focus words and structure words
 2. Stress patterns, beginning and final sounds and intonation in sentences and paragraphs
 3. Poetry in pairs: work with a partner to pronounce the focus words carefully and communicate the meaning in presentation of a poetry duet in front of the class
 4. Discrimination of minimal pairs, long and short vowel sounds
 2. Presentations
 1. Reading passage presentation
 2. Poetry presentation, individual or pair
 3. Dictation
 1. Listen-repeat tasks
 2. Listen-distinguish tasks
 3. Accurate comprehension and discrimination of individual sounds
 4. Quizzes
 1. Listen and respond appropriately to oral questions
 2. Accurately transcribe learned sounds and structures
 5. Participate in class discussions

1. One-to-one
2. Small group
3. Whole class
6. Vocabulary Development
 1. Pronunciation practice of learned vocabulary and structures
 2. Pronunciation as it connect to grammar (simple past final sounds, etc.)
7. Weekly lab assignments
8. Weekly listening journal

Textbooks (Typical):

Textbook:

1. Jaimie Scanlon Q: *Skills for Success: Level 1: Listening and Speaking Student Book with Digital Pack*. 3rd ed., Oxford University Press, 2022.
2. Laurie Frazier, Robin Mills *NorthStar Listening and Speaking 2 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL, 2019.
3. Lewis Lansford, Robyn Brinks Lockwood *Prism Listening and Speaking 3 with Digital Pack*. 2nd ed., Cambridge University Press, 2022.
4. Helen Solorzano, Jennifer P. L. Schmidt *NorthStar Listening and Speaking 3 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL, 2020.
5. Linda Lane *Focus on Pronunciation 1*. 1 ed., Pearson Education, Inc, 2009.
6. Ann Baker, Sharon Goldstein *Pronunciation Pairs: An Introduction to the Sounds in English*. 2 ed., Cambridge University Press, 2007.
7. Judy B Gilbert *Clear Speech From the Start*. 2 ed., Cambridge University Press, 2012.
8. Jenny Pearson *The Art of Phonics*. 1 ed., Kivett Publishing, 2018.
9. Ken Xiao *English Pronunciation*. 1 ed., Fluent English Publishing, 2018.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Validation

- A. Non Course Requirements
 - Placement through the ESL assessment process
 - Multiple Measures

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 Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times 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: 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: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI or PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of twice 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: 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: minimum of twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
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: 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: minimum of twice per semester
- **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: minimum of twice 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: minimum of four times per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: minimum of 1 per semester
- **Other:**
Frequency: minimum of 3 per semester
- **Other:**
Frequency: homework assignments, minimum 4 hours per week

General Education/Transfer

General Education/Transfer Request

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 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

CCC000601692

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

32.0109 - Second Language Learning

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

C - Three levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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

CB26: Course Support Course Status

CB27: Upper Division Status

Credit for Prior Learning: NFRN 201 - Beginning French for Older Adults

Credit for Prior Learning: NFRN 201 - Beginning French for Older Adults (Launched)
compared with
NFRN 201 - Beginning French for Older Adults (Active - Implemented 04-06-2026)

**Admin Outline for Noncredit French 201
Beginning French for Older Adults
Effective: Fall 2026**

Catalog Description:

**NFRN 201 - Beginning French for Older Adults
270 Hours**

This introductory-level course will enable students to begin speaking, reading, and writing elementary-level French as well as understanding the spoken language. Students are introduced to concepts of grammar, vocabulary, and verb tenses in a variety of auditory, visual, and written contexts. By the end of this course, learners will be able to engage in basic French conversations about daily life, health, family, and travel, with a focus on building confidence, memory, and enjoyment through cultural exploration and social connection. 90 hours lecture.

Recommended Course Preparation:

- ENGL C1000

Total Lecture Hours	90
Total Inside of Class Hours	90
Total Outside of Class Hours	180
Total Student Learning Hours	270

Course Grading:

Pass/No Pass

Justification for course proposal

This Non-Credit Course is offered primarily for older students.

Discipline:

Foreign Languages.

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. Communicate orally at the beginning level.
- B. Comprehend spoken French at the beginning level.
- C. Write at the beginning level.

Course Objectives:

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

- A. Communicate in basic French in common travel situations such as ordering in restaurants, asking for directions, checking into hotels, and introducing themselves.
- B. Identify basic parts of a sentence in French;
- C. Use nouns and accompanying adjectives in correct form;
- D. Use regular and key irregular verbs in the present tense;
- E. Use the immediate future tense in short sentences;
- F. Use singular and plural possessive adjectives appropriately;
- G. Speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather;
- H. Summarize a video episode in simple French sentences;
 - I. Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
- J. Use knowledge of English to recognize French cognates as an aid to comprehension;
- K. Recognize, discuss and compare several aspects of the culture and society of several Francophone countries, in English.
- L. Ask and answer questions in the present tense.

Course Content:

- 1. Emphasis is placed on practical vocabulary, pronunciation, and cultural tips to help older adult learners feel confident and comfortable while traveling in French-speaking countries
- 2. Exercise cognitive ability through memorization of new vocabulary and learning new grammatical structures
- 3. Review of basic grammatical terminology, parts of speech in English
- 4. Gender and number agreement of nouns and adjectives
- 5. Subject pronouns
- 6. Basic prepositions
- 7. Present tense of regular and irregular verbs
- 8. Possessive adjectives
- 9. Forming and answering questions
- 10. Basic vocabulary on topics such as numbers, foods, clothing, physical description, time, weather, etc.
- 11. Introduction to the use of English cognates to recognize French vocabulary
- 12. Introduction of reading strategies to deduce meaning if it is not apparent. This includes a comparison of English and French syntax
- 13. Using context for clues to meaning

14. Introduction to translating by word groups rather than word-for-word
15. Introduction to Francophone culture and history through readings and videos: daily life, tourist attractions, geography, social and political structure, educational system, etc.

Methods of Instruction:

1. Summarizing the content of a video episode or cultural reading
2. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
3. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in French, or a more complex analysis in English.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. One final exam
- D. Home Work
 1. daily
- E. Oral Presentation
 1. One cumulative final presentation
- F. Papers
 1. Short writing assignments with each learning segment.
- G. Quizzes
 1. Chapter quizzes about every 2 weeks,

Typical Outside-of-Class Assignments

- A. Writing:
 1. Homework exercises from an online workbook:
 2. Recognition tasks, matching, true/false, fill-in-the-blank
 3. Changing the subject of a sentence and making any other necessary changes
 4. Reacting to pictures or situations involving comprehension and the use of new structures
 5. Creating personal responses using new vocabulary and structures
 6. Creating who, what, when, where, and why questions
- B. Reading:
 1. Reading comprehension questions that call for evaluation, comparison, and contrast of a short reading in French.
- C. Project:
 1. Paragraph: 6-8 sentences in present indicative tense.
 1. Write about your life in California.
 2. Describe your family.

Textbooks (Typical):

OER:

1. Carl Blyth, Karen Kelton *Tex's French Grammar*, The Center for Open Educational Resources and Language Learning (COERLL), 2025. <https://www.laits.utexas.edu/tex/>.

Textbook:

1. James G. Mitchell, Cheryl Tano *Promenades: a travers le monde francophone*. 5 ed., Vista Higher Learning, 2026.
2. Evelyne Amon *Vis-à-Vis*. 8 ed., McGraw Hill, 2023.

Other Learning Materials:

1. French Workbook for Dummies, by Laura K. Lawless 2022 978-1119982036

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- 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.

In discussing with other Foreign Language educators in the California, we recognize the need for more Distance Education in our field. Students who work full-time, or have other obligations that make it difficult to attend classes on campus need more options so that they are not prolonging their academic careers because of difficulties with scheduling the courses they need for transfer.

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

In conjunction with my supervisors, Dr. Stuart McElderry and Amy Mattern, in addition to requests from students.

[Prior note]

1) Increasing difficulty for students to be on campus because of work schedules. Enrollments seem to be increasing for courses that offer a DE component, which indicates their desirability to today's student. I have

spoken with the Dean of Arts and Humanities about this need and received approval for this course development.

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 at least once every other 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: 3-4 assigned per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on homework, quizzes, writing assignments, and submitted speaking samples.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: Regular weekly announcements as needed.

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

Frequency: Once weekly office hours.

- **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 class lectures and office hours.

- **Other:**

Frequency: Recorded feedback in response to student speaking samples in French.

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: Minimum 2 per semester.

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

Frequency: 1-2 per semester.

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

Frequency: The final presentation will go through the peer-editing process.

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

Frequency: Student-led study sessions or chats via Pronto or on TechConnect Zoom.

Student-Content Interaction

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

Frequency: 2 minimum discussion board assignments per semester.

- **Written papers:** *Papers will be written on various topics.*

Frequency: 3-4 per semester.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Chapter quizzes every two weeks, and a 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: Included in weekly assignments.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly live or recorded lectures.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Weekly videos.

- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*

Frequency: 1-2 times per semester.

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: In hybrid instruction during face/face class meetings.

- **Other:**

Frequency: Recorded speaking samples on topics in French.

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

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

CCC000657879

CB03: TOP Code

110200 - French

CIP Code

16.0901 - French Language and Literature

CB04: Credit Status

N - Non Credit

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

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

CB27: Upper Division Status N - Course is not an upper division course

Credit for Prior Learning: NFRN 202 - Elementary French for Older Adults

Credit for Prior Learning: NFRN 202 - Elementary French for Older Adults (Launched)
compared with
NFRN 202 - Elementary French for Older Adults (Active - Implemented 04-06-2026)

**Admin Outline for Noncredit French 202
Elementary French for Older Adults
Effective: Fall 2026****Catalog Description:****NFRN 202 - Elementary French for Older Adults
270 Hours**

This is the second semester of the introductory level course, which will enable students to continue learning to speak, read, and write elementary-level French and understand the spoken language. Students are introduced to concepts of grammar, vocabulary, and verb tenses in a variety of auditory, visual, and written contexts. Designed with older adults in mind, this course offers an encouraging environment for learning and practicing intermediate French. Activities include travel-related scenarios, guided discussions based on French films and readings, and opportunities to share personal experiences and perspectives in French.
90 hours lecture.

Prerequisite(s):

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

- NFRN 201 **or** FREN 1A **or** appropriate skill level demonstrated through the assessment process.

Total Lecture Hours	90
Total Inside of Class Hours	90
Total Outside of Class Hours	180
Total Student Learning Hours	270

Course Grading:

Pass/No Pass

Justification for course proposal

This Non-Credit Course is offered primarily for older students.

Discipline:

Foreign Languages.

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. Communicate orally at the advanced-beginning level.
- B. Comprehend spoken French at the advanced-beginning level.
- C. Write at the advanced-beginning level.

Course Objectives:

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

- A. Build confidence in French for travel, conversation, and cultural exploration.
- B. Encourage lifelong learning through French language, culture, and communication.
- C. Use regular and key irregular verbs in the passé composé, imperfect, and recent past tenses.
- D. Recognize and understand the meaning of the future and conditional tenses.
- E. Create commands in both formal and informal discourse;
- F. Use correct direct, indirect and reflexive pronouns with comfort;
- G. Create a variety of types of negative sentences;
- H. Use and recognize idioms with the verbs avoir, être, faire and other expressions learned.
 - I. Recognize comparative and superlative sentences;
 - J. Use the pronouns y and en in simple sentences;
- K. Engage in discussion of household chores, travel, quantities, clothing, food, parts of the body, etc., using appropriate vocabulary;
- L. Recombine learned structures and vocabulary to create simple paragraphs using correct word order;
- M. Draw and express conclusions about content and story line after viewing videos with native speakers talking at near normal rate;
- N. Use cognates and context to understand reading passages;
- O. Use and understand reflexive verbs in sentences.

Course Content:

1. Emphasis is placed on practical vocabulary, pronunciation, and cultural knowledge to help older adult learners feel confident and comfortable while traveling in French-speaking countries
2. Exercise cognitive ability through memorization of new vocabulary and learning new grammatical structures
3. Past tense; contrast of passé composé and imperfect tenses
4. Apply knowledge of transitive and pronominal verbs (using être) and other verbs (using avoir) in the passé composé
5. Immediate future tense and recent past
6. Future and Conditional tenses will be introduced
7. Negation including negative adverbs

8. Comparative and superlative structures and usage
9. Commands: formal and informal
10. Direct and indirect object pronouns used in conjunction with the pronouns "y" and "en"
11. Activities designed for older learners include travel-related scenarios, guided discussions based on French films and readings, and opportunities to share personal experiences and perspectives in French.
12. Parts of the body, additional vocabulary on food, time, weather, clothing, quantities, and other vocabulary as needed to enable discussion
13. Practice creating written and oral sentences describing facts or opinions based on videos and cultural and historical readings
14. Continued emphasis on using cognates and context for clues to meaning
15. Continued emphasis on creating French by word groups or meaning rather than by word-for-word translation

Methods of Instruction:

1. Lecture - Instructor will explain and elaborate on grammar, vocabulary and culture to elucidate the content. Instructor will present additional examples for students from the textbook.
2. Simulations - Creating sentences and dialogues in pairs or groups. Interviewing another student and reporting information to the class.
3. Audio-visual Activity - Viewing video clips in French to introduce cultural materials or stories which promote discussion.
4. Classroom Activity - Reviewing more advanced text or workbook assignments which could include true/false, fill-in-the-blank, editing sentence structures for proper agreement of gender and number, as well as short answer or essays to express personal opinions or experience. Responding in complete French sentences to questions posed by the instructor or other students using the structures and vocabulary under study. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in French.
5. Learning Management System - Canvas contains information about the course, including the syllabus, details about assignments, announcements, and due dates.
6. Student Presentations - The final presentation will be on a cultural topic of the student's choice from some aspect of francophone culture. The presentation will be delivered in French, accompanied by visuals to aid comprehension. For example, a slideshow.
7. Written Exercises - Two short papers will be required. One is due at the midterm, and the second is due toward the end of the semester.
8. Summarizing the content of a video episode or cultural reading.
9. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. Bi-weekly chapter exams and one final exam

D. Home Work

1. weekly

E. Oral Presentation

1. one at the end of the term

F. Papers

1. 1 paper due before midterm. 2nd paper due before final exam.

G. Quizzes

1. chapter quizzes (at instructor's discretion)

Typical Outside-of-Class Assignments

A. Project:

1. Oral Presentation: French culture topic of choice. To be delivered in French, 3–5 minutes on a French culture topic of interest to the student. PowerPoint Presentations encouraged.

B. Writing:

1. Homework exercises from on-line workbook:
 1. Recognition tasks, matching, true/false, fill-in-the-blank
 2. Changing the subject of a sentence and making any other necessary changes
 3. Changing the tense of a sentence, active use of the past tenses.
 4. Reacting to pictures or situations involving comprehension and use of new structures
 5. Creating personal responses using new vocabulary and structures
 6. Creating who, what, when, where, why questions in past tense.
 7. Reading comprehension questions which call for evaluation, comparison, contrast
 8. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension
 9. Taking self-tests in preparation for classroom tests

Textbooks (Typical):

OER:

1. Carl Blyth, Karen Kelton *Tex's French Grammar*, The Center for Open Educational Resources and Language Learning (COERLL), 2025. <https://www.laits.utexas.edu/tex/>.

Textbook:

1. James Mitchell, Cheryl Tano *Promenades: à travers le monde francophone*. 5th ed., Vista Higher Learning, 2026.
2. Evelyn Amon *Vis-à-Vis*. 8th ed., McGraw Hill, 2023.

Other Learning Materials:

1. French: Short Stories for Beginners Frederic Bibard 978-1519063984
2. French Workbook for Dummies, by Laura K. Lawless 2022 978-1119982036

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Evaluation

Requisite Validation

- A. NFRN 201
4-Year Institution Requirement
- B. FREN 1A
4-Year Institution Requirement
- C. appropriate skill level demonstrated through the assessment process.
Multiple Measures

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.

In discussing with other Foreign Language educators in the California, we recognize the need for more Distance Education in our field. Students who work full-time, or have other obligations that make it difficult to attend classes on campus need more options so that they are not prolonging their academic careers because of difficulties with scheduling the courses they need for transfer.

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

In conjunction with my supervisors, Dr. Stuart McElderry and Amy Mattern, in addition to requests from students.

[Prior note]

The busy lives of adult learners requires more flexible and adaptive teaching methods to allow them to access courses. DE would open up French instruction to more students. I have spoken with the Dean of Arts and Humanities about this need and received approval for this course development.

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 at least once every other 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: 2-4 assigned per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on most homework assignments, and every quiz, writing assignment, and submitted speaking sample.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-3 announcements per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Once weekly as an open Office Hour, or by appointment.

- **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 class lectures and 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: 2 minimum per 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: The final cultural presentation will go through a peer-editing process.

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

Frequency: Student-led study sessions or chats via Proto.

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 2 discussion board assignments per semester.

- **Written papers:** *Papers will be written on various topics.*

Frequency: 2-4 per semester.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Between 6-8 quizzes per semester. A Final Exam may be used if deemed appropriate.

- **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: Included in weekly assignments.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly live or recorded lectures.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Weekly videos.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: One final presentation of a cultural topic.

- **Other:**

Frequency: Recorded speaking samples on topics in French.

General Education/Transfer

General Education/Transfer Request

IGETC GE

- 6A - Language Other Than English

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

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

CCC000657979

CB03: TOP Code

110200 - French

CIP Code

16.0901 - French Language and Literature

CB04: Credit Status

N - Non Credit

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

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

CB27: Upper Division Status



AI Workforce - Certificate of Completion

1. Statement of Program Goals and Objectives

The AI Workforce Certificate prepares individuals and small business owners to use and apply artificial intelligence effectively in their own work and business. The program's goal is to build practical, applied AI fluency through two noncredit courses: the first develops foundational skills in using AI, effective prompting, and responsible use; the second applies AI across the recurring functions of work and business, including communication and content, research and decision-making, and operations. Upon completion, students will be able to use AI confidently and responsibly, evaluate AI-generated output critically, and apply AI across multiple functional areas to support their careers and businesses.

2. Catalog Description

The AI Workforce Certificate is a noncredit program designed for individuals and small business owners who want to use and apply artificial intelligence in their work and business. Through two courses, students build foundational AI fluency and then learn to apply AI across communication, research, decision-making, and operations. The certificate provides accessible, practical, non-technical training and is delivered in a high-flex format, available in person, online (synchronous), or fully online (asynchronous). It offers a low-barrier path to AI skills that support career advancement and small business growth.

3. Program Requirements

Course	Title	Hours	Term
<i>Required Core: (18 Hours)</i>			
NBUS 217	AI Fluency for Your Work and Business	9.0	1st
NBUS 218	Applying AI Across Your Work and Business	9.0	1st
			Total: 18.0

4. Master Planning

The AI Workforce Certificate aligns with Las Positas College's mission to serve the educational and workforce needs of its community. As artificial intelligence becomes integral to business and the workforce, the certificate addresses a growing regional demand for accessible, applied AI training. It supports the college's workforce development and economic vitality goals by equipping local workers, career changers, and small business owners with practical, job-relevant AI skills, and it expands noncredit offerings in the Business Department that provide low-barrier entry points to career advancement.

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs



AI Workforce - Certificate of Completion

The AI Workforce Certificate is a noncredit program designed for individuals and small business owners who want to use and apply artificial intelligence in their work and business. Through two courses, students build foundational AI fluency and then learn to apply AI across communication, research, decision-making, and operations. The certificate provides accessible, practical, non-technical training and is delivered in a high-flex format, available in person, online (synchronous), or fully online (asynchronous). It offers a low-barrier path to AI skills that support career advancement and small business growth.

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: 0.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NBUS 217	AI Fluency for Your Work and Business	0.0	Major/Required	Fall
NBUS 218	Applying AI Across Your Work and Business	0.0	Major/Required	Fall

Total: 0.0

Automotive Advanced Diesel Systems - Certificate of Achievement

1. Statement of Program Goals and Objectives

Student will be able to follow safety guidelines while employed in an automotive related job. Student should be able to use automotive knowledge to diagnose various automotive concerns.

2. Catalog Description

The LPC Automotive Certificate can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

3. Program Requirements

Course	Title		Units	Term
<i>Required Core: (19 Units)</i>				
AUTO A6	Electrical/Electronic Systems	2nd	5.0	
AUTO A9	Light Vehicle Diesel Engines	2nd	4.0	
AUTO INT	Introduction to Automotive	1st	2.0	
AUTO INTL	Introduction to Automotive Hands-On Lab	1st	2.0	
AUTO LABA	Beginning Automotive Lab	1st	2.0	
AUTO L2	Advanced Diesel Engine Performance	3rd	4.0	

Total: 19.0

4. Career Opportunities

Career opportunities include Teaching, Automotive Technician, Automotive Parts Personnel, Automotive Management, Shop Owners, and Automotive Performance Personnel.

5. Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

6. Enrollment and Completer Projections

10 per year

7. Place of Program in Curriculum/Similar Programs

This program is part of the Automotive Department and adds options to our students who wish to expand their knowledge of cars and open up job opportunities.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Automotive Advanced Chassis Systems - Certificate of Achievement

1. Statement of Program Goals and Objectives

Student will be able to follow safety guidelines while employed in an automotive related job. Student should be able to use automotive knowledge to diagnose various automotive concerns.

2. Catalog Description

The LPC Automotive Certificate can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

3. Program Requirements

Course	Title		Units	Term
<i>Required Core: (23 Units)</i>				
AUTO A4	Suspension and Steering	2nd	4.0	
AUTO A5	Brakes	2nd	4.0	
AUTO A6	Electrical/Electronic Systems	2nd	5.0	
AUTO INT	Introduction to Automotive	1st	2.0	
AUTO INTL	Introduction to Automotive Hands-On Lab	1st	2.0	
AUTO LABA	Beginning Automotive Lab	1st	2.0	
AUTO L4	ADAS - Advanced Driver Assistance Systems	3rd	4.0	

Total: 23.0

4. Career Opportunities

Career opportunities include Teaching, Automotive Technician, Automotive Parts Personnel, Automotive Management, Shop Owners, and Automotive Performance Personnel.

5. Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

6. Enrollment and Completer Projections

10 per year

7. Place of Program in Curriculum/Similar Programs

This program is part of the Automotive Department and adds options to our students who wish to expand their knowledge of cars and open up job opportunities.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Automotive Advanced Chassis Systems - Certificate of Achievement

The LPC Automotive Certificate can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

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
AUTO INT	Introduction to Automotive	2.0	Major/Required	
AUTO INTL	Introduction to Automotive Hands-On Lab	2.0	Major/Required	
AUTO LABA	Beginning Automotive Lab	2.0	Major/Required	

Term 2 - Spring

Units: 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	

Term 3 - Fall

Units: 4.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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AUTO L4	ADAS - Advanced Driver Assistance Systems	4.0	Major/Required
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Total: 23.0



Automotive Advanced Diesel Systems - Certificate of Achievement

The LPC Automotive Certificate can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

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
AUTO INT	Introduction to Automotive	2.0	Major/Required	
AUTO INTL	Introduction to Automotive Hands-On Lab	2.0	Major/Required	
AUTO LABA	Beginning Automotive Lab	2.0	Major/Required	

Term 2 - Spring

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A9	Light Vehicle Diesel Engines	4.0	Major/Required	Rotating
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	

Term 3 - Fall

Units: 4.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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AUTO L2

Advanced Diesel
Engine Performance

4.0

Major/Required

Rotating

Total: 19.0

Automotive Performance Modifications - Certificate of Achievement

1. Statement of Program Goals and Objectives

Student will be able to follow safety guidelines while employed in an automotive related job. Student should be able to use automotive knowledge to diagnose various automotive concerns

2. Catalog Description

The LPC Automotive Certificates can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

3. Program Requirements

Course	Title		Units	Term
<i>Required Core: (36 Units)</i>				
AUTO A1	Engine Repair	1st	4.0	
AUTO A4	Suspension and Steering	3rd	4.0	
AUTO A5	Brakes	3rd	4.0	
AUTO A6	Electrical/Electronic Systems	2nd	5.0	
AUTO A8	Engine Performance	2nd	5.0	
AUTO INT	Introduction to Automotive	1st	2.0	
AUTO INTL	Introduction to Automotive Hands-On Lab	1st	2.0	
AUTO LABA	Beginning Automotive Lab	1st	2.0	
AUTO P1	Powertrains: Modifications for Performance	4th	4.0	
AUTO P2	Chassis Systems: Modifications for Performance	4th	4.0	

Total: 36.0

4. Career Opportunities

Career opportunities include Teaching, Automotive Technician, Automotive Parts Personnel, Automotive Management, Shop Owners, and Automotive Performance Personnel

5. Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

6. Enrollment and Completer Projections

10 per year

7. Place of Program in Curriculum/Similar Programs

This program is part of the Automotive Department and adds options to our students who wish to expand their knowledge of cars and open up job opportunities.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Automotive Performance Modifications - Certificate of Achievement

The LPC Automotive Certificates can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

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: 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INT	Introduction to Automotive	2.0	Major/Required	
AUTO INTL	Introduction to Automotive Hands-On Lab	2.0	Major/Required	
AUTO LABA	Beginning Automotive Lab	2.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	

Term 2 - Spring

Units: 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	
AUTO A8	Engine Performance	5.0	Major/Required	

Term 3 - Fall

Units: 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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AUTO A4	Suspension and Steering	4.0	Major/Required
AUTO A5	Brakes	4.0	Major/Required

Term 4 - Fall

Units: 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO P1	Powertrains: Modifications for Performance	4.0	Major/Required	Rotating
AUTO P2	Chassis Systems: Modifications for Performance	4.0	Major/Required	Rotating

Total: 36.0



Early Childhood Administration - Certificate of Achievement

1. Statement of Program Goals and Objectives

This CTE program prepares individuals to work as program directors, administrators, mentors, or supervisors in early childhood settings.

2. Catalog Description

The Early Childhood Administration Certificate of Achievement is a work-based certificate that prepares students with the skills to open, operate, and effectively manage early childhood programs for children from birth to age five. This will include licensing requirements, strategic fiscal planning, management, evaluation of quality programs, facilities, and operations, and effective mentoring and supervision of adults and staff. There will be a focus on professional relationships, including facilitating collaboration and communication among colleagues, families, and stakeholders to administer care and education programs that support positive, developmental play and learning outcomes for all children.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (31 Units)

			3.0
CDEV C1000	Child Growth and Development	1st	
			3.0
ECE 50	Early Childhood Principles and Practices	1st	
			3.0
ECE 54	Child Health, Safety and Nutrition	2nd	
			3.0
ECE 62	Child, Family and Community	1st	
			4.0
ECE 63	Early Childhood Curriculum	2nd	
	Administration I: Programs in Early Childhood		3.0
ECE 65	Education	3rd	
	Administration II: Personnel and Leadership in		3.0
ECE 68	Early Childhood Education	4th	
			3.0
ECE 69	Child Study: Observation and Assessment	3rd	
			2.0
ECE 83	Adult Mentoring and Supervision	4th	
			4.0
ECE 90	Practicum-Supervised Experience	3rd	

List A: Select One (3 Units)

	Introduction to the Young Child with		3.0
ECE 60	Exceptional Needs	4th	
	Infant and Toddler Development and		3.0
ECE 67	Caregiving	4th	
			3.0
ECE 87	Quality Environments for Infants and Toddlers	4th	
			3.0
ECE 79	Teaching in a Diverse Society	4th	

Total: 34.0

4. Career Opportunities

There are many career options for students who complete this certificate of achievement. Some of these include:

Early Childhood Program Director, Program Supervisor, Assistant Director, After-School Manager or Director, or Mentor Teacher.

5. Master Planning

This certificate connects to the Educational Master Plan Goals: A2. Design course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals. A4. Provide students with the knowledge and skills necessary for career readiness and advancement.

6. Enrollment and Completer Projections

In spring 2025, 28% of students enrolled in the ECE program listed "Occupational Certificate / Job Training" as their primary goal. This is an occupational certificate.

26% of students in the Spanish-speaking cohort identified their interest in taking the three administration courses (internal survey, Spring 2026)

According to the most recent LMI, Child Care and Support Services Management ranked among the top 5 educational goals in the Bay Area. Also, "Retirement risk is high in your area." 47.6% of the ECE population is age 45+, and are clustered in managerial roles.

7. Place of Program in Curriculum/Similar Programs

This is part of the Early Care and Education program.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Early Childhood Administration - Certificate of Achievement

The Early Childhood Administration Certificate of Achievement is a work-based certificate that prepares students with the skills to open, operate, and effectively manage early childhood programs for children from birth to age five. This will include licensing requirements, strategic fiscal planning, management, evaluation of quality programs, facilities, and operations, and effective mentoring and supervision of adults and staff. There will be a focus on professional relationships, including facilitating collaboration and communication among colleagues, families, and stakeholders to administer care and education programs that support positive, developmental play and learning outcomes for all children.

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: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CDEV C1000	Child Growth and Development ➡	3.0	Major/Required	Spring, Summer, Fall
ECE 50	Early Childhood Principles and Practices ➡	3.0	Major/Required	Spring, Summer, Fall
ECE 62	Child, Family and Community ➡	3.0	Major/Required	Spring, Summer, Fall

➡ Gateway Course

Term 2 - Spring

Units: 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 54	Child Health, Safety and Nutrition	3.0	Major/Required	Rotating
ECE 63	Early Childhood Curriculum ➡	4.0	Major/Required	Spring, Fall
ECE 69	Child Study: Observation and	3.0	Major/Required	Rotating

Assessment

➡ Gateway Course

Term 3 - Fall

Units: 7.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 65	Administration I: Programs in Early Childhood Education	3.0	Major/Required	Fall, Rotating
ECE 90	Practicum-Supervised Experience ➡	4.0	Major/Required	Spring, Fall

➡ Gateway Course

Term 4 - Spring

Units: 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Elective	
ECE 68	Administration II: Personnel and Leadership in Early Childhood Education ➡	3.0	Major/Required	Spring, Rotating
ECE 83	Adult Mentoring and Supervision	2.0	Major/Required	Rotating

➡ Gateway Course

Total: 34.0

Credit for Prior Learning: NMAT 200C - Concurrent Support for SLAM Mathematics

Credit for Prior Learning: NMAT 200C - Concurrent Support for SLAM Mathematics
(Launched)

compared with

NMAT 200C - Concurrent Support for SLAM Mathematics (Active - Implemented 08-15-2025)

Admin Outline for Noncredit Mathematics 200C Concurrent Support for SLAM Mathematics

Effective: Fall 2025

Catalog Description:

NMAT 200C - Concurrent Support for SLAM Mathematics

54 Hours

Concurrent Support for SLAM Math is for students interested in disciplines that require Statistics and Liberal Arts Mathematics (SLAM) courses. This course offers structured support to students who are concurrently enrolled in a first-level transfer course, such as Statistics and Mathematics for Liberal Arts, and Finite Mathematics. The support course includes material to prepare students for the rigor of the transfer math course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

hours lecture, 54 hours laboratory.

Corequisite:

- STAT C1000 **or** MATH 47 **or** MATH 33

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Student Learning Hours	54

Course Grading:

~~Pass/No-Pass~~ Letter Grade Only

Justification for course proposal

Discipline:

Mathematics.

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. Develop study skills and life skills that will improve the likelihood of succeeding in their academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
- B. Identify challenging mathematics topics and be able to communicate in writing the correct strategies and processes for solving relevant mathematics problems.
- C. Read mathematical writing with understanding and use this skill as preparation to solve relevant mathematics problems.
- D. Utilize online and other technological resources effectively to enhance their understanding of a mathematics topic.

Course Objectives:

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

- A. Develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
- B. Use a problem solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the problem.
- C. Apply relevant prerequisite math concepts at a higher level.
- D. Organize and justify their mathematical thinking on relevant math problems.
- E. Use effective strategies to monitor their own understanding of math concepts.
- F. Use learning strategies to identify and communicate in their own words key mathematical concepts.

Course Content:

1. Learn appropriate skills necessary to become more productive, successful and independent learners.
 1. Students will engage in metacognitive activities around new math concepts.
 2. Students will participate in Growth Mindset, Brain Research and learning skills activities.
 3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
 4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety.
2. Successfully solve context problems by learning how to:
 1. Read context problems with understanding
 2. Identify relevant information.
 3. Define variables.

4. Execute relevant procedures.
5. Interpret results in the context of the problem.
3. Review Algebraic and Geometric concepts and practice completing many math problems.
4. Read mathematical text for understanding.
 1. Make a skeleton outline of material covered in the class and textbook.
 2. Highlight important facts in the material or textbook.
5. Learn and apply effective strategies to monitor understanding.
 1. Create summary sheets and/or practice exams before assessments.
 2. Correct any assessments and practice explaining the concepts to someone else.
6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems.
7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives.
 1. Students will learn how to communicate their thinking on math problems.
 2. Students will learn how to synthesize big ideas in the material.

Methods of Instruction:

1. Discussion - Instructor should allow time during workshops to discuss what main algebraic and geometric concepts were covered in their math course, what the big ideas are, citing their classroom notes and mathematical textbook for evidence.
2. Demonstration - Instructor should model examples of what a mathematician should do when approaching the math content. Students should then practice applying those strategies to additional problems.
3. Directed Study - Class will spend time in directed math content activities, with students practicing applying concepts individually, in workshops, or in small groups.
4. Lecture - Lecture will only be in small, relevant amounts, with specific skills-building goal in mind and time left for students to practice applying the demonstrated skill described.
5. Individualized Instruction - Instructor will provide individualized instruction as often as possible.
6. Audio-visual Activity - Personalized learning supports and practice on prerequisite material.

Methods of Evaluation

- A. Class Participation
 1. Attendance will be recorded hourly
- B. Class Work
 1. Regular assignments and workshops on learning skills and mastery of relevant mathematical concepts
- C. Home Work
 1. Students will monitor their progress under the supervision of instructors and/or tutors by completing daily homework

Typical Outside-of-Class Assignments

- A. Other:
 1. Attend three Smart Shops based on their independent learning needs

2. Homework - students will be encouraged to continue work outside of class each day towards the following:
 1. Mastery of key mathematical concepts
 2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

B. Laboratory:

1. Workshops: Review of relevant basic and secondary education prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.
 1. Students will regularly participate in workshops
 2. Students will then complete worksheets on the material to test for understanding.
2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.
3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.
4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

Textbooks (Typical):

OER:

1. Larry Green *Support Course for Elementary Statistics*. Current /e, LibreTexts, 2024.
https://stats.libretexts.org/Bookshelves/Introductory_Statistics/Support_Course_for_Elementary_Statistics.
2. Lake Tahoe Community College *MATH-201: Elements of Statistics and Probability*. Current /e, LibreTexts, 2024. https://stats.libretexts.org/Courses/Lake_Tahoe_Community_College/MATH-201%3A_Elements_of_Statistics_and_Probability.
3. Dave Dillon *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies*. Current /e, LibreTexts, 2024.
[https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_\(Dillon\)](https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon)).

Other Materials Required of Students

1. Access to a computer and internet.

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Assignments
- 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.

Offering this course via online instruction will increase access to this learning support, allow working students the flexibility they need to participate in this concurrent support while continuing to work. This concurrent support course is designed to offer students personalized instruction to help them be successful in their concurrently enrolled math class. Students will be given a rigorous assessments that will ensure that their experience is focused and personalized. Online software and instructor supports will be available to students to support their math learning goals from anywhere.

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

The decision was made to offer this course as both face-to-face and online by experienced math faculty, used to teaching Hybrid and Online courses. In addition, from anecdotal observation from similar classes, such as Math Jam, students would cumulatively miss hours of the course due to work schedules but were able to successfully make up the time and material missed in class using the online material from home.

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 email will be an essential means of communication between student and instructor in a hybrid course. The instructor will use it to make announcements, answer individual questions, form groups, send reminders for tests, etc.
- **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: Bi-monthly class discussion Board will be utilized for introductions, recommending websites, and other student-instructor interactions. One of the more common uses of the Discussion Board will be instructor posted responses to students' questions on group work, homework, etc. For example, a math question such as "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.
- **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: Within a week, instructors will provide regular substantive and academic feedback to students on assignments and assessments. Rubrics will be used for grading all assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly announcements will be posted on the announcements page in Canvas. Any important announcements will also be emailed to the entire class.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Daily chat will be utilized. An appropriate web-conferencing tool, such as Conferzoom, will be utilized to help give individual assistance to students. The instructor and tutors will hold virtual help sessions and use it to go through problems in a step by step fashion.

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, students will use this to set up and work with study groups and ask/answer any student-to-student questions. Students will also complete group assignments and post them in the Discussion Board. They will be responsible for answering questions on their assignments in the Discussion Board and responding to other student's posts. For example, an instructor assignment may be to post three sample questions from the chapter as part of a review and then post three responses to other student posted questions. Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Daily students will work in groups both in-class and online (via Discussion Board and email). Group work may include projects, presentations, and reading assignments. Study groups for exams will be encouraged.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Daily appropriate webconferencing tool, such as Conferzoom, will be utilized to help give individual assistance to students. The Chatroom and virtual classroom may be used by students to ask/answer questions, critique group assignments (as directed by the instructor), and get help from one another.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Monthly students will use this to introduce themselves to each other, and ask/answer any student-to-student questions. A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" or "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback. Other parts of the Discussion board will be used for group projects, and any important instructor posted responses to questions.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Daily video mini-lectures targeting core concepts or skills may be assigned or recommended for viewing prior to class, to prepare students for the new content to be learned or explored in class.

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

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

CCC000602613

CB03: TOP Code

170200 - Mathematics Skills

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

A - One level below transfer

CB22: Non Credit Course Category

C - Elementary and Secondary Basic Skills

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: NMAT 201C - Concurrent Support for BSTEM Mathematics

**Credit for Prior Learning: NMAT 201C - Concurrent Support for BSTEM Mathematics
(Launched)**

compared with

NMAT 201C - Concurrent Support for BSTEM Mathematics (Active - Implemented 08-15-2026)

**Admin Outline for Noncredit Mathematics 201C
Concurrent Support for BSTEM Mathematics**

Effective: Fall 2026

Catalog Description:**NMAT 201C - Concurrent Support for BSTEM Mathematics****54 Hours**

Concurrent Support for BSTEM Math is for students interested in Business, Science, Technology, Engineering and Mathematical fields. This course offers structured support to students who are concurrently enrolled in a STEM-sequence math course, such as Calculus I, Precalculus, Trigonometry, and Business Calculus. The support course includes material to prepare students for the rigor of the transfer math course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

hours lecture, 54 hours laboratory.

Corequisite:

- MATH 21 **or** MATH 34 **or** MATH 39

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Student Learning Hours	54

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

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. Develop study skills and life skills that will improve the likelihood of succeeding in their academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
- B. Identify challenging mathematics topics and be able to communicate in writing the correct strategies and processes for solving relevant mathematics problems.
- C. Read mathematical writing with understanding and use this skill as preparation to solve relevant mathematics problems.
- D. Utilize online and other technological resources effectively to enhance their understanding of a mathematics topic.

Course Objectives:

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

- A. Develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
- B. Use a problem solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the problem.
- C. Apply relevant prerequisite math concepts at a higher level.
- D. Organize and justify their mathematical thinking on relevant math problems.
- E. Use effective strategies to monitor their own understanding of math concepts.
- F. Use learning strategies to identify and communicate in their own words key mathematical concepts.

Course Content:

- 1. Learn appropriate skills necessary to become more productive, successful and independent learners.
 - 1. Students will engage in metacognitive activities around new math concepts.
 - 2. Students will participate in Growth Mindset, Brain Research and learning skills activities.
 - 3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
 - 4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety.
- 2. Successfully solve context problems by learning how to:
 - 1. Read context problems with understanding
 - 2. Identify relevant information.
 - 3. Define variables.
 - 4. Execute relevant procedures.
 - 5. Interpret results in the context of the problem.

3. Review Algebraic and Geometric concepts and practice completing many math problems.
4. Read mathematical text for understanding.
 1. Make a skeleton outline of material covered in the class and textbook.
 2. Highlight important facts in the material or textbook.
5. Learn and apply effective strategies to monitor understanding.
 1. Create summary sheets and/or practice exams before assessments.
 2. Correct any assessments and practice explaining the concepts to someone else.
6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems.
7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives.
 1. Students will learn how to communicate their thinking on math problems.
 2. Students will learn how to synthesize big ideas in the material.

Methods of Instruction:

1. Discussion - Instructor should allow time during workshops to discuss what main algebraic and geometric concepts were covered in their math course, what the big ideas are, citing their classroom notes and mathematical textbook for evidence.
2. Demonstration - Instructor should model examples of what a mathematician should do when approaching the math content. Students should then practice applying those strategies to additional problems.
3. Directed Study - Class will spend time in directed math content activities, with students practicing applying concepts individually, in workshops, or in small groups.
4. Lecture - Lecture will only be in small, relevant amounts, with specific skills-building goal in mind and time left for students to practice applying the demonstrated skill described.
5. Individualized Instruction - Instructor will provide individualized instruction as often as possible.
6. Audio-visual Activity - Personalized learning supports and practice on prerequisite material.

Methods of Evaluation

- A. Class Participation
 1. Attendance will be recorded hourly
- B. Class Work
 1. Regular assignments and workshops on learning skills and mastery of relevant mathematical concepts
- C. Home Work
 1. Students will monitor their progress under the supervision of instructors and/or tutors by completing daily homework

Typical Outside-of-Class Assignments

- A. Other:
 1. Attend three Smart Shops based on their independent learning needs
 2. Homework - students will be encouraged to continue work outside of class each day towards the following:

1. Mastery of key mathematical concepts
 2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.
- B. Laboratory:
1. Workshops: Review of relevant basic and secondary education prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.
 1. Students will regularly participate in workshops
 2. Students will then complete worksheets on the material to test for understanding.
 2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.
 3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.
 4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
 5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

Textbooks (Typical):

OER:

1. Dave Dillon *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies*. current /e, LibreTexts, 2024.
[https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_\(Dillon\)](https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon)).
2. Jennifer Freidenreich *Corequisite Companion to Precalculus*. current /e, LibreTexts, 2024.
<https://commons.libretexts.org/book/math-83105>.
3. Katherine Skelton *Corequisite Precalculus*. current /e, LibreTexts, 2024.
[https://math.libretexts.org/Courses/Highline_College/MATH_141%3APrecalculus_I_\(2nd_Edition\)](https://math.libretexts.org/Courses/Highline_College/MATH_141%3APrecalculus_I_(2nd_Edition)).

Other Materials Required of Students

1. Access to a computer and internet.

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Assignments
- 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.

Offering this course via online instruction will increase access to this learning support, allow working students the flexibility they need to participate in this concurrent support while continuing to work. This concurrent support course is designed to offer students personalized instruction to help them be successful in their concurrently enrolled math class. Students will be given a rigorous assessments that will ensure that their experience is focused and personalized. Online software and instructor supports will be available to students to support their math learning goals from anywhere.

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

The decision was made to offer this course as both face-to-face and online by experienced math faculty, used to teaching Hybrid and Online courses. In addition, from anecdotal observation from similar classes, such as Math Jam, students would cumulatively miss hours of the course due to work schedules but were able to successfully make up the time and material missed in class using the online material from home.

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 email will be an essential means of communication between student and instructor in a hybrid course. The instructor will use it to make announcements, answer individual questions, form groups, send reminders for tests, etc.
- **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: Bi-monthly class discussion Board will be utilized for introductions, recommending websites, and other student-instructor interactions. One of the more common uses of the Discussion Board will be instructor posted responses to students' questions on group work, homework, etc. For example, a math question such as "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.
- **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: Within a week, instructors will provide regular substantive and academic feedback to students on assignments and assessments. Rubrics will be used for grading all assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly announcements will be posted on the announcements page in Canvas. Any important announcements will also be emailed to the entire class.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Daily chat will be utilized. An appropriate web-conferencing tool, such as Conferzoom, will be utilized to help give individual assistance to students. The instructor and tutors will hold virtual help sessions and use it to go through problems in a step by step fashion.

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, students will use this to set up and work with study groups and ask/answer any student-to-student questions. Students will also complete group assignments and post them in the Discussion Board. They will be responsible for answering questions on their assignments in the Discussion Board and responding to other student's posts. For example, an instructor assignment may be to post three sample questions from the chapter as part of a review and then post three responses to

other student posted questions. Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.

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

Frequency: Daily students will work in groups both in-class and online (via Discussion Board and email). Group work may include projects, presentations, and reading assignments. Study groups for exams will be encouraged.

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Daily appropriate webconferencing tool, such as Conferzoom, will be utilized to help give individual assistance to students. The Chatroom and virtual classroom may be used by students to ask/answer questions, critique group assignments (as directed by the instructor), and get help from one another.

Student-Content Interaction

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

Frequency: Monthly students will use this to introduce themselves to each other, and ask/answer any student-to-student questions. A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" or "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback. Other parts of the Discussion board will be used for group projects, and any important instructor posted responses to questions.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Daily video mini-lectures targeting core concepts or skills may be assigned or recommended for viewing prior to class, to prepare students for the new content to be learned or explored in class.

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

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

CCC000602614

CB03: TOP Code

170200 - Mathematics Skills

CIP Code

27.0301 - Applied Mathematics, General

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

A - One level below transfer

CB22: Non Credit Course Category

C - Elementary and Secondary Basic Skills

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: NMUS 248 - Piano Technology

Credit for Prior Learning: NMUS 248 - Piano Technology (Launched)

compared with

NMUS 248 - Piano Technology (Active - Implemented 08-15-2026)

Admin Outline for Noncredit Music 248**Piano Technology**

Effective: Fall 2026

Catalog Description:

NMUS 248 - Piano Technology**108 Hours**

This course introduces students to Piano Tuning, Repair, Voicing, and Regulation in an immersive, hands-on program in which students will apply techniques on LPC pianos. Topics include tuning, pitch raising, voicing, string repair, key easing, re-bushing, upright and grand piano action regulation, common repairs such as repairing broken parts, re-shaping hammers, reconditioning and limited rebuilding of piano actions.

18 hours lecture, 54 hours laboratory.

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

Older adults benefit from the mental and physical challenge of learning how to tune, maintain, regulate, and voice pianos. This is also a career that can be maintained well into later adulthood.

Discipline:

Musical Instrument Repair.

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. Tune upright and grand pianos at a basic level using industry standard equipment.
- B. Make basic repairs to upright and grand pianos.
- C. Voice a piano at a basic level.

Course Objectives:

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

- A. Recognize basics about piano history, design, manufacturing, and materials
- B. Apply tuning theory such as beats, tempered intervals, and intervals used in tuning a piano
- C. Employ a variety of methods of tuning the whole piano
- D. Illustrate common repair techniques for broken strings and other frequently broken and damaged parts
- E. Articulate action parts nomenclature and function
- F. Demonstrate regulation of both grand and upright pianos
- G. Develop materials which can be utilized in the business of piano service
- H. Voice a piano to achieve a variety of different sonic properties.
- I. Adjust and repair dampers

Course Content:

Lecture:

1. Lectures will focus on piano technology concepts such as:
 1. Piano tuning in equal temperament
 2. Piano regulation and voicing
 3. Piano repair
 4. The history of the piano
 5. The mechanics of the piano
 6. How one makes a career in piano technology

Lab Activities:

1. Labs will involve students working hands-on on the LPC fleet of pianos - both uprights and grands
2. Students will learn how to tune, maintain, repair, regulate, and voice pianos using industry-standard tools and technology

Methods of Instruction:

1. Lecture - Daily lecture on a variety of relevant topics.
2. Demonstration - Regular demonstration of common piano technology skills.
3. Field Trips - Occasional field trips to piano shops, different pianos on campus, performance spaces, etc.
4. Lab - Hands-on work on pianos, action models, tools, etc.
5. Guest Lecturers - Occasional guest lectures by distinguished piano technicians with a variety of niche skills.

6. Research - Students will use the internet to research topics such as piano repair, tunings, voicing, regulation, history, and career development.
7. Student Presentations - Students will present research findings in class.
8. Projects - Students will be given weekly projects that are related to piano technology.
9. Individualized Instruction - Students will get one-on-one faculty help as they work on pianos in the LPC fleet.

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Exams/Tests
 1. 2 per semester
- C. Home Work
 1. Weekly practice using dedicated practice room piano.
- D. Lab Activities
 1. Weekly
- E. Projects
 1. 1-2 per semester
- F. Quizzes
 1. 4-6 per semester
- G. Research Projects
 1. 1-2 per semester

Typical Outside-of-Class Assignments

- A. Research:
 1. Research a piano technology topic. Synthesize findings into a 15 minute presentation and deliver the presentation to the class.
- B. Laboratory:
 1. Tune an upright piano in equal temperament using industry standard tools and technology in a reasonable amount of time.
 2. Repair a broken string of a grand piano.

Textbooks (Typical):

Textbook:

1. Joan Jandres *Piano Tuning Guide: The Complete Guide To Piano Tuning For Beginners*. Kindle Edition ed., Kindle, 2022.
2. Arthur A. Reblitz *Piano Servicing, Tuning, and Rebuilding: A Guide for the Professional, Student, and Hobbyist*. 3rd ed., Rowman & Littlefield Publishers, 2019.
3. Jerry Cree Fischer *Piano Tuning, Regulating And Repairing*. 1st ed., Legare Street Press, 2022.

Other Materials Required of Students

1. Entry level piano tuning tools and software are recommended, but may be supplied by the college if resources are available. .

Equity Based Curriculum

- Other Materials Required of Students

Requisite Validation

General Education/Transfer

General Education/Transfer Request

~~Credit for Prior Learning~~

~~Credit for Prior Learning~~ Yes

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

~~Credit-by-Exam~~ Yes

~~Credit-by-Portfolio~~ No

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

~~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

CCC000642904

CB03: TOP Code

096200 - Musical Instrument Repair

CIP Code

47.0404 - Musical Instrument Fabrication and Repair

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

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

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

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

Credit for Prior Learning: SPAN 1B - Elementary Spanish

Credit for Prior Learning: SPAN 1B - Elementary Spanish (Launched)
compared with
SPAN 1B - Elementary Spanish (Active - Implemented 08-15-2025)

**Admin Outline for Spanish 1B
Elementary Spanish
Effective: Fall 2025**

Catalog Description:

**SPAN 1B - Elementary Spanish
5.00 Units**

This is the second semester of the introductory level course. It continues to offer a balanced approach to language and culture. It enables students to continue learning to speak, read and write elementary level Spanish as well as to understand the spoken language as they explore the culture and countries of the Spanish-speaking world. Students continue to review and improve upon concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts. The course will continue to examine the culture of the Spanish-speaking world.

5 Units Lecture

Prerequisite(s):

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

- SPAN 1A

Total Lecture Hours	90
Total Inside of Class Hours	90
Total Outside of Class Hours	180
Total Student Learning Hours	270

Course Grading:

Optional

Justification for course proposal

Discipline:

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. Comprehend spoken Spanish at the advanced beginning level.
- B. Orally communicate at the advanced beginning level.
- C. Write at the advanced beginning level.

Course Objectives:

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

- A. Communicate using the indicative and subjunctive moods
- B. Use correct direct, indirect and reflexive pronouns
- C. Use idiomatic expressions with tener to describe people's feelings
- D. Create comparative and superlative sentences
- E. Recombine learned structures and vocabulary to create simple paragraphs using correct word order
- F. Use cognates and context to understand reading passages
- G. Recognize errors in Spanish caused by direct, word-for-word translation from English
- H. Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S.
- I. Communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate high level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages)
- J. Narrate and describe past real-life events from several perspectives
- K. Use and apply acquired culturally appropriate communicative skills
- L. Prepare and extend invitations
- M. Ask for and give directions
- N. Compare and contrast common Hispanic and U.S. cultural hobbies and favorite pastimes
- O. Talk about health issues, including accidents and stressful events using culturally and linguistically appropriate inflections
- P. Talk about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and the Hispanic world
- Q. Influence friends and others culturally
- R. Use of subjunctive to understand Hispanic cultural aspects when giving commands
- S. Express some personal attitudes towards events using the subjunctive

Course Content:

- 1. Nuances of everyday life in the Hispanic world
- 2. Review Elementary Spanish I course material
- 3. Culture: Characteristics of Spanish speaking countries

1. Geography
2. Population
3. Languages
4. Foods
5. Historical dates and sites
6. Traditions and customs
7. Current events
8. Daily life
9. Music
10. Vocabulary for binary and non-binary language
4. Vocabulary appropriate to additional meaningful or other real life activities such as:
 1. Holidays
 2. Hobbies
 3. Health
 4. Personal Relationships specific to the Hispanic world
 5. Parts of the body
 6. Continued emphasis on using cognates and context for clues to meaning
5. Introduction of basic grammatical terminology, parts of speech
 1. Double object pronouns
 2. Relative pronouns
 3. Reciprocal actions
 4. Informal commands
 5. Introduction to the subjunctive
 6. Hacer/idiomatic expression
 7. The preterite and the imperfect and their differences
 8. Past participles
 9. Uses of the pronoun "se"
 10. Adverbs
 11. Comparisons and superlatives
 12. Command forms - formal and informal
 13. Perfect tenses
 14. Conditional tense
6. Practice creating written and oral sentences describing facts or opinions based on cultural and historical readings
7. Increased class discussion in Spanish of readings, including comparison of student opinions and conclusions

Methods of Instruction:

1. Projects - Students research a Spanish-speaking individual from a Spanish-speaking country or from the United States and write a three paragraph narration about this person to present to the class.
2. Simulations - Students watch a commercial in Spanish or listen to a commercial on the radio and then recreate for the class.
3. Written Exercises - Reviewing difficult text or workbook assignments such as true/ false, fill-in-the -blank, changing the subject and then making any other necessary changes in the sentence.

4. Demonstration - Students demonstrate how to make something or how to prepare something. For example, how to make a sandwich or how to download a picture into a file.
5. Lecture - Students learn about a new grammar rule, a cultural aspect of the Spanish-speaking world or use of new vocabulary,
6. Directed Study - Creating sentences and dialogues alone or in pairs or groups.
7. Classroom Activity - Debating an issue such as a current event in the Spanish-speaking world.
8. Audio-visual Activity - Watching a film, documentary or video from a Spanish-speaking country and discussing pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economics, etc.
9. Individualized Instruction - Students read a passage from a story, biography, or autobiography in Spanish and respond to questions about it in written Spanish.
10. Student Presentations - Students research and present an aspect of Spanish vocabulary, grammar, history or culture to the class. This activity includes a biography.
11. Discussion - Reading cultural materials in class a loud to practice and then carrying on a simple class discussion in Spanish.
12. Research - Interviewing a Spanish-speaking person based on ten specific questions in Spanish and then writing a three-paragraph essay to present to the class.
13. Responding in complete Spanish sentences to questions posed by instructor or other students using the structures and vocabulary under study

Methods of Evaluation

- A. Class Participation
 1. Class participation is graded daily.
- B. Class Performance
 1. Class participation is graded every day.
- C. Class Work
 1. Students have at least one classwork assignment for each chapter of the textbook.
- D. Exams/Tests
 1. There is a chapter test at the end of each chapter.
- E. Final Class Performance
 1. Students complete one culminating oral presentation to the class bases on grammar, vocabulary, history, or culture of the Spanish-speaking world.
- F. Home Work
 1. Students have at least one homework assignment each week.
- G. Oral Presentation
 1. Students present at least one oral presentation per semester bases on grammar, vocabular, history, or culture in the Spanish-speaking world.
- H. Quizzes
 1. There is at least one quiz for each chapter.
- I. Research Projects
 1. Students complete at least one research project during the semester based on grammar, vocabulary, history or culture of the Spanish-speaking world.

Typical Outside-of-Class Assignments

A. Other:

1. Recognition tasks
 1. Matching
 2. True/false
 3. Fill-in-the-blank
2. Changing the subject of a sentence and making any other necessary changes
3. Reacting to pictures or situations involving comprehension and use of new structures
4. Creating personal responses using new vocabulary and structures
5. Forming questions using interrogative words
6. Reading comprehension questions which call for evaluation, comparison, contrast

Textbooks (Typical):

Textbook:

1. Grant Goodall and Darcy Lear *Conéctate: Introductory Spanish*. 3rd ed., McGraw Hill, 2021.
2. Jose A. Blanco, Phillip Donely *Vistas: Introducción a la lengua española*. 7th ed., Vista Higher Learning, 2024.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

- A. SPAN 1A
CCN/C-ID Requirement

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.

Spanish 1B will be offered online to provide more access to students who cannot attend a traditional face-to-face class due to different personal circumstances. It will also be offered online to promote equity for non-traditional students.

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

This decision was made by the coordinator of the Spanish Department to ensure equal access to Elementary Spanish courses for all 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:

- 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 a month.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Once per month.
- **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: Once every two weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: One time per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Two times per week.

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: Once a month.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Every class meeting.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Once per month.
- **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 every two weeks.
- **Written papers:** *Papers will be written on various topics.*
Frequency: Once every three weeks.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Once every two weeks.
- **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: Once every three weeks.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Two times per week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Once every two weeks.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Once every two weeks.
- **Games:** *Games will be used to reinforce learned material.*
Frequency: Once a month.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: Once a week.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Once per semester (research project).

- **Debates:** *Debates will be used to expand upon both sides of an argument.*

Frequency: At least one time per semester.

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*

Frequency: Once every two weeks.

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: Once every month.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Language Other Than English

- LOTE - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: SPAN 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 Yes

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 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

CCC000351648

CB03: TOP Code

110500 - Spanish

CIP Code

16.0905 - Spanish Language and Literature

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: THEA 10 - Introduction to Dramatic Arts

Credit for Prior Learning: THEA 10 - Introduction to Dramatic Arts (Launched)
compared with
THEA 10 - Introduction to Dramatic Arts (Active - Implemented 08-15-2025)

**Admin Outline for Theater Arts 10
Introduction to Dramatic Arts
Effective: Fall 2025**

Catalog Description:

**THEA 10 - Introduction to Dramatic Arts
3.00 Units**

A survey of the elements of Theater and its contribution to cultures and societies throughout history.
3 Units Lecture

Recommended Course Preparation:

- Eligibility for ENGL C1000.

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:

Drama/Theater Arts.

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. Analyze and evaluate the nature of theatre and its role in society.
- B. Appreciate viewing theatre as an art form. Articulate a personal response to a live theater performance using proper theater terminology and concepts.
- C. Critically analyze dramatic literature
- D. Serve as a member of a creative design process, simulating the complexities of creating live performance

Course Objectives:

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

- A. Analyze and evaluate the nature of theatre and its role in society;
- B. Assess the historical, artistic, social, and philosophical in which theatre exists. Describe various important eras of theater history in terms of their theater architecture, plays, writers, styles and importance;
- C. Critically analyze dramatic literature and performances. Describe the contributions of the various people who create dramatic art through essays and in class presentations;
- D. List and explain the various dimensions of Aristotle's six elements of drama;
- E. Differentiate between the various styles and forms of live theater;
- F. Identify and examine theatrical components in production:
 - 1. Effectively critique a theatrical production, making reference to all the various elements of dramatic art and distinguishing between the play/musical as written and as presented/performed;
 - 2. Propose alternative solutions to theatrical production situations.
- G. Appreciate viewing theatre as an art form;
- H. Discuss ethical and social questions related to theater.

Course Content:

- 1. Backgrounds and history of Theater
 - 1. Drama as ritual and expression of community
 - 2. Greek and Roman Theater
 - 3. Medieval Theater
 - 4. Asian Theater
 - 1. India
 - 2. China
 - 3. Japan
 - 5. Renaissance Theater
 - 6. Restoration Theater
 - 7. Romanticism and Melodrama
 - 8. Realism
 - 9. Departures from Realism
 - 1. Expressionism
 - 2. Absurdism
 - 3. Epic Theater
 - 4. Other styles

2. Creators of Dramatic Art: Study of the process and contribution of the following people in the creation of live theater:
 1. Writers and composers
 2. Actors
 3. Directors and producers
 4. Designers
 1. Set and lighting
 2. Properties and furniture
 3. Costumes and make up
 4. Publicity people
3. Elements of Dramatic Art: As reference point, Aristotle's six elements of drama:
 1. Plot/Action
 2. Character
 3. Language
 4. Diction
 5. Thought
 6. Theme
 7. Spectacle
 8. Music
4. Styles of Dramatic Art
 1. Live theater in contrast to film
 2. Styles of live theater
 1. Realism
 2. Naturalism
 3. Expressionism
 4. Ritualistic Theater
 5. Theater of the Absurd
 6. Epic Theater
 7. Musical Theater
 3. Forms of drama
 1. Tragedy
 2. Comedy
 3. Melodrama
 4. Farce
 5. Tragi-Comedy
 6. Other forms
5. Structure of Dramatic Writing
 1. Climactic plot structure
 2. Episodic plot structure
 3. Combinations of climactic and episodic
6. Types of Theatrical Presentation
 1. Proscenium stages
 2. Thrust stages
 3. Arena stages
 4. Other variations of stages

7. Theater Criticism

1. Developing evaluative judgments for theatrical works.
2. Writing reviews of theatrical productions.

8. Theater and Issues: Theater and its relation to and role in a culture:

1. Social and political concerns
2. Ethical issues
3. Aesthetic questions

Methods of Instruction:

1. Demonstration -
2. Lecture -
3. Seeing/hearing live theater 1. Group field trips 2. Individual attendance a. Las Positas and Chabot College shows b. Shows in the community
4. Assigned text book readings
5. Reading of plays
6. In class "concert" readings of scenes from plays
7. Group discussions – entire group together and small groups
8. Viewing/hearing of films, tapes and CDs
9. Student participation in creative projects

Methods of Evaluation

- A. Class Participation
 1. weekly
- B. Class Performance
 1. 1x per semester
- C. Exams/Tests
 1. 2x per semester
- D. Group Projects
 1. 1x per semester
- E. Oral Presentation
 1. 2x per semester
- F. Papers
 1. 2x per semester
- G. Projects
 1. 1x per semester
- H. Quizzes
 1. weekly
- I. Attendance

Typical Outside-of-Class Assignments

- A. Other:
 1. Take a play of your choosing. In a ten minute oral presentation to the class, describe what choices you would make in designing the following dimensions for a production of it:

1. Set and properties
2. Lighting
3. Costumes
4. Poster
2. Write a five to eight page paper in response to the Las Positas College Theater Department's production. Make particular reference to all of Aristotle's six elements of drama as found in his Poetics.
3. Exploring the physical expression of Italian Comedy (Commedia dell'arte) and the historical record of common lazzi and Italian Renaissance politics, adapt a story into the style of Commedia for performance in class
4. Read and participate during class discussion of a classical text, such as *the Bacchae*, *Everyman*, *Macbeth*, *The Country Wife*, *The Imaginary Invalid*, and *A Doll's House*
5. Weekly assigned text and script reading
6. Daily note taking
7. 2-4 Exams per semester

Textbooks (Typical):

Textbook:

1. Hartnoll, Phyllis, *The Theater: A Concise History*. 4th ed., Thames and Hudson, 2012.
2. Robert Cohen *Theatre, Brief Version*. 12th ed., Mayfield Publishing Company, 2019.
3. Bruce McConachie, Tobin Nellhaus , Carol Fisher Sorgenfrei, Tamara Underiner *Theatre Histories: An Introduction*. 3rd ed., Routledge, 2016.
4. Edwin Wilson, Alvin Goldfarb *Theatre: The Lively Art*. 10th ed., McGraw Hill, 2018.

Other Materials Required of Students

Equity Based Curriculum

- 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.

THEA 10 is a required course in our AA, AA-T and CTE degree programs. Though we offer this course each semester, it consistently overfills and so major students are not always able to take the required course for

many semesters. We are hoping that a DE option will prevent that delay in access for theater and non-theater students.

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

The decision to make this course available to DE was discussed in multiple dept. meetings over the last 2 years.

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: 2-3x 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: 2-3x 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: 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: 2-3x per semester

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: 2-3x per semester

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

Frequency: 2-3x 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: 2-3x per semester

- **Written papers:** *Papers will be written on various topics.*

Frequency: 2 per semester

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

Frequency: 1 per semester

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Quizzes Weekly, 2-4 test/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: 2-3x per semester

- **Field Trips:** *Students will attend live or virtual field trips.*

Frequency: 1 per semester

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: 1 per semester

- **Other:**

Frequency: 2 per semester

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3A - Arts - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: THTR 111 - 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 Yes

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 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

CCC000377063

CB03: TOP Code

100700 - Dramatic Arts

CIP Code

50.0501 - Drama and Dramatics/Theatre Arts, 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

5.3. New Programs

- Automotive Advanced Chassis Systems, CA
- Automotive Advanced Diesel Systems, CA
- Automotive Performance Modifications, CA
- Early Childhood Administration, CA
- AI Workforce, NCL

5.4. Program Modifications

- Business Workforce Proficiency, CA
- Cal-GETC, CA
- Computer Applications Software, CA
- Data Analytics, CA
- Economics, AA-T
- English, AA-T
- Lesbian, Gay, Bisexual, Transgender, and Queer Studies, CA
- Liberal Arts & Sciences: Arts and Humanities, AA
- Liberal Arts & Sciences: Business, AA
- Liberal Arts & Sciences: Computer Studies, AA
- Liberal Arts & Sciences: Health and Wellness, AA
- Liberal Arts & Sciences: Language Arts and Communication, AA
- Liberal Arts & Sciences: Social and Behavioral Sciences, AA
- Marketing, AA
- Marketing, CA
- Mathematics 2.0, AS-T
- Philosophy, AA-T
- Physical Therapy Aide, CA
- Social Justice Studies: Gender Studies, AA-T
- Social Justice Studies: LGBTQ Studies, AA-T
- Supervisory Management, CA
- Theater Arts, AA

Technical Program Revision: Business Workforce Proficiency - Certificate of Achievement (12 to fewer than 16 units) (Launched)

compared with

Business Workforce Proficiency - Certificate of Achievement (12 to fewer than 16 units) (Active - Implemented 02-06-2025)

Rationale

TOP Code

0501.00 - Business and Commerce, General*

CIP Code

52.0101 - Business/Commerce, General

1. Statement of Program Goals and Objectives

The Business Workforce Proficiency Certificate of Achievement is designed for career technical education in training and skills necessary to operate effectively in a business environment.

2. Catalog Description

~~The Business Workforce Proficiency Certificate of Achievement is designed to provide the training and skills necessary to operate effectively in a business environment. The certificate aims to help individuals proficient in administrative tasks across common software programs used in a business environment. The certificate also provides individuals with an overview of how business environments operate, which will strengthen his or her value within the business organization.~~

The Business Workforce Proficiency Certificate of Achievement is designed to provide the training and skills necessary to operate effectively in a business environment. The certificate aims to help individuals become proficient in administrative tasks across common software programs used in a business environment. The certificate also provides individuals with an overview of how business environments operate, which will strengthen their value within the business organization.

3. Program Requirements

Course	Title	Units	Term
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~~Required Core: (14 Units)~~ Required Core:

(12 Units)

BUSN 40	Introduction to Business	3.0	1st
BUSN 48	Human Relations in Organizations	3.0	1st
CIS 43/CNT 43/CS 43	Professional Communications	3.0	1st
CIS 74	Administrative Office Professional	3.0	1st
PCN 15	College Study Skills	2.0	1st

List A: Select One (1 Unit)

CIS 72A	Data Management	1.0	1st
CIS 72B	Basic Office Integration	1.0	1st
CIS 73A	Ten-Key Skill Development	1.0	1st
CIS 75	Office Technology/Communications	1.0	1st
CIS 89A	Desktop Presentation	1.0	1st

Total: ~~15~~ 13.0

4. Career Opportunities

~~Students who achieve this certificate will be able to obtain positions as administrative assistant, senior administrative assistant, office manager, assistant office manager, and other positions that require a general understanding of business and administrative and organizational skills. This certificate also serves well for individuals looking for advancement in his or her current career.~~

Students who achieve this certificate will be able to obtain positions as administrative assistant, senior administrative assistant, office manager, assistant office manager, and other positions that require a general understanding of business and administrative and organizational skills. This certificate also serves well for individuals looking for advancement in their current career.

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."

6. Enrollment and Completer Projections

1-5 per academic year

7. Place of Program in Curriculum/Similar Programs

This certificate will remain a part of the Business department family of programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

~~The Business Workforce Proficiency Certificate of Achievement is designed to provide the training and skills necessary to operate effectively in a business environment. The certificate aims to help individuals proficient in administrative tasks across common software programs used in a business environment. The certificate also~~

~~provides individuals with an overview of how business environments operate, which will strengthen his or her value within the business organization.~~

The Business Workforce Proficiency Certificate of Achievement is designed to provide the training and skills necessary to operate effectively in a business environment. The certificate aims to help individuals become proficient in administrative tasks across common software programs used in a business environment. The certificate also provides individuals with an overview of how business environments operate, which will strengthen their value within the business organization.

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~~ 13 .0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BUSN 40	Introduction to Business	3.0	Major/Required	
BUSN 48	Human Relations in Organizations	3.0	Major/Required	
CIS 74	Administrative Office Professional	3.0	Major/Required	
<u>College Study Skills</u>		2.0	Major/Required	-
List A Course		1.0	Major/Required	
List B Course		3.0	Major/Required	

Total: ~~15~~ 13 .0

Program Modification: Cal-GETC - Certificate of Achievement (30 to fewer than 60 units) (Launched)
compared with
Cal-GETC - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2026)

Rationale

The Cal-GETC, Certificate of Achievement will officially acknowledge a significant educational achievement the student has completed at Las Positas College and prepare them to transfer to a CSU or UC with all lower division General Education requirements completed.

TOP Code

4901.10 - Transfer Studies

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

The Cal-GETC, Certificate of Achievement will officially acknowledge a significant educational achievement the student has completed at Las Positas College and prepare them to transfer to a CSU or UC with all lower division General Education requirements completed.

2. Catalog Description

Students transferring to University of California or California State University have the opportunity to complete their lower division general education requirements at Las Positas College. This pattern of general education requires a minimum of 34 semester units to be completed. The Cal-GETC, Certificate of Achievement will officially acknowledge a significant educational achievement the student has completed at Las Positas College. Counselor assistance is advised.

Program Title

Cal-GETC

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

~~Fall 2026~~

Fall 2027

Program Description

Students transferring to University of California or California State University have the opportunity to complete their lower division general education requirements at Las Positas College. This pattern of general education requires a minimum of 34 semester units to be completed. The Cal-GETC, Certificate of Achievement will officially acknowledge a significant educational achievement the student has completed at Las Positas College. Counselor assistance is advised.

Program Requirements

Course	Title	Units	Term
<i>Area 1: (9-10 Units)</i>			
<i>Area 1A: (3 Units)</i>			
ENGL C1000	Academic Reading and Writing	3.0	
<i>Area 1B: Select One (3-4 Units)</i>			
ENG 4	Critical Thinking and Writing about Literature	3.0	
ENGL C1001	Critical Thinking and Writing	3.0	
PHIL 8	Logic and Argumentation	4.0	
THEA 53	Script Analysis	3.0	
<i>Area 1C: (3 Units)</i>			
COMM C1000	Introduction to Public Speaking	3.0	
<i>Area 2: Select One (3-5 Units)</i>			
CS 17/MATH 10 <u>MATH C2210</u>	Discrete Mathematical Structures	4.0	
MATH 1 <u>MATH C2210</u>	Calculus I <u>Calculus I: Early Transcendentals</u>	5.0	
MATH 2 <u>MATH C2220</u>	Calculus II <u>Calculus II: Early Transcendentals</u>	5.0	
MATH 3	Multivariable Calculus	5.0	
MATH 5	Ordinary Differential Equations	3 <u>4.5</u> <u>0</u>	
MATH 7	Elementary Linear Algebra	3.5 <u>0</u>	
MATH 21 <u>10/CS 17</u>	Precalculus <u>Discrete Mathematical Structures</u>	4.0	
MATH 30 <u>21</u>	College Algebra for STEM <u>Precalculus</u>	4.0	
MATH 33	Finite Mathematics	4.0	
MATH 34	Business Calculus	4.0	
MATH 47	Mathematics for Liberal Arts	3.0	
STAT C1000	Introduction to Statistics	4.0	
<i>Area 3: (6-9 Units)</i>			
<i>Area 3A: Select One (3-4 Units)</i>			
ARHS 1	Introduction to Art History	3.0	
ARHS 2	Art of the Ancient Americas	3.0	

ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	3.0
ARTH C1100	Survey of Art from Prehistory to the Medieval Era	3.0
ARTH C1200	Survey of Art from the Renaissance to Contemporary	3.0
ARHS 7	Modern Art History	3.0
ARHS 8	Asian Art History	3.0
FLMS 2/HUMN 2	Introduction to Film Studies	3.0
GDDM 3	History of Graphic Design	3.0
HUMN 3	Introduction to Humanities	3.0
HUMN 4	Global Cinemas	3.0
HUMN 11	Culture and the Arts I: Ancient World to the Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0
MUS 1	Introduction to Music	3.0
MUS 3	World Music	3.0
MUS 4	Jazz in American Culture	3.0
MUS 5	American Cultures in Music	3.0
MUS 8A	Music Theory and Musicianship 1	4.0
MUS 8B	Music Theory and Musicianship 2	4.0
MUS 13	History of Rock & Roll	3.0
MUS 34	Music in Film	3.0
PHTO 67	History of Photography	3.0
THEA 4	Modern American Theater	3.0
THEA 10	Introduction to Dramatic Arts	3.0
THEA 11	Stage to Screen	3.0
THEA 53	Script Analysis	3.0

Area 3B: Select One (3-5 Units) Area 3B:

Select One (3-4 Units)

ASL 2A	American Sign Language III	3.0
ASL 2B	American Sign Language IV	3.0
ENG 4	Critical Thinking and Writing about Literature	3.0
ENG 20	Studies in Shakespeare	3.0
ENG 32	U.S. Women's Literature	3.0
ENG 35	Modern American Literature	3.0
ENG 41	Modern World Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
ENG 44	Literature of the American West	3.0
ENG 45	Studies in Fiction	3.0
ENGL C1001 <u>C1000</u>	Critical Thinking and Writing <u>Academic Reading and Writing</u>	3.0

FLMS 2/HUMN 2	Introduction to Film Studies	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HIST 3	World History to 1500	3.0
HIST 4	World History since 1500	3.0
HIST C1001	United States History to 1877	3.0
HIST C1002	United States History since 1865	3.0
HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
HIST 32	U.S. Women's History	3.0
HUMN 3	Introduction to Humanities	3.0
HUMN 4	Global Cinemas	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
HUMN 11	Culture and the Arts I: Ancient World to the Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0
HUMN 28	World Mythology	3.0
KIN 3	Sports in Films & Documentaries	3.0
<u>LGBT 3</u>	<u>Transgender Lives</u>	<u>3.0</u>
MUS 34	Music in Film	3.0
PHIL 1	God, Nature, Human Nature	3.0
PHIL 2	Ethics	3.0
PHIL 3	Aesthetics	3.0
PHIL 4	Introduction to Philosophy: Knowledge	3.0
POLI 25	Introduction to Political Theory	3.0
PHIL 5	Feminist Philosophy	3.0
PHIL 6	Introduction to Logic	3.0
PHIL 8	Logic and Argumentation	4.0
RELS 1	Religions of the World	3.0
RELS 3	Introduction to Women's Spirituality	3.0
SPAN 2A	Intermediate Spanish I	4.0
SPAN 2B	Intermediate Spanish II	4.0
SPAN 21	Spanish for Spanish Speakers I	5 <u>4</u> .0
SPAN 22	Spanish for Spanish Speakers II	5.0
SPAN 23	Introduction to Hispanic Literature	3 <u>4</u> .0

*Area 4: Select Two from Two Different
Disciplines (6-8 Units)*

AJ 50	Introduction to Administration of Justice	3.0
AJ 60	Criminal Law	3.0
AJ 66	Juvenile Procedures	3.0

ANTR	Biological Anthropology	<u>Introduction to</u>	3.0
+ <u>ANTH</u>	<u>Biological Anthropology</u>		
<u>C1001</u>			
ANTR 2	Introduction to Archaeology		3.0
ANTR 3	Cultural Anthropology		3.0
ANTR 4	Language and Culture		3.0
ANTR 7	Native American Cultures of North America		3.0
ANTR 8	World Prehistory in an Archaeological Perspective		3.0
ANTR 12	Magic/Religion/Witchcraft/Healing		3.0
CMST	Introduction to Communication Studies	<u>Child</u>	3.0
+ <u>CDEV</u>	<u>Growth and Development</u>		
<u>C1000</u>			
CMST -10 <u>4</u>	Interpersonal Communication	<u>Introduction to</u>	3.0
	<u>Communication Studies</u>		
CMST 11	Intercultural Communication		3.0
ECE	Introduction to Education	<u>Interpersonal</u>	3.0
+ <u>COMM</u>	<u>Communication</u>		
<u>C1004</u>			
ECE -56 <u>10</u>	Child Growth and Development	<u>Introduction</u>	3.0
	<u>to Education</u>		
ECON C2001	Principles of Microeconomics		3.0
ECON C2002	Principles of Macroeconomics		3.0
ECON 10	General Economics		3.0
ETHS 10	Introduction to African American and Black Studies		3.0
ETHS 20	Introduction to Asian American Studies		3.0
ETHS 30	Introduction to Chicanx and Latinx Studies		3.0
GEOG 2	Cultural Geography		3.0
GEOG 5	World Regional Geography		3.0
GEOG 12	Geography of California		3.0
GS 1/SOC 5	Introduction to Global Studies		3.0
GS 2	Political, Economic, and Cultural Globalization		3.0
HEA 3	Women's Health		3.0
HEA 7	Introduction to Public Health		3.0
HEA 11	Health and Social Justice		3.0
HIST 1	Western Civilization to 1600		3.0
HIST 2	Western Civilization since 1600		3.0
HIST 3	World History to 1500		3.0
HIST 4	World History since 1500		3.0
HIST C1001	United States History to 1877		3.0
HIST C1002	United States History since 1865		3.0
LGBT 2	Lesbian, Gay, Bisexual, Transgender, and Queer		3.0
	Psychology		

HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
HIST 28	History of American West	3.0
HIST 32	U.S. Women's History	3.0
JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0
LGBT 1	Introduction to LGBTQ Studies	3.0
<u>LGBT 2</u>	<u>Lesbian, Gay, Bisexual, Transgender, and Queer Psychology</u>	<u>3.0</u>
PCN 13	Multicultural Issues in Contemporary America <u>Cultural Identity and Diversity in Social Work and Human Services</u>	3.0
POLI 12	Introduction to California State and Local Government	3.0
POLI 20	Comparative Government	3.0
POLI 25	Introduction to Political Theory	3.0
POLI 30	International Relations	3.0
POLS C1000	American Government and Politics	3.0
PSYC 3	Introduction to Social Psychology	3.0
PSYC 4	Brain, Mind, and Behavior	3.0
PSYC 6	Abnormal Psychology	3.0
PSYC 10	Psychology of Human Sexuality	3.0
PSYC 12	Life-Span Psychology	3.0
PSYC 13	Psychology of Women	3.0
PSYC 15	Abnormal Child Psychology	3.0
PSYC 21/ETHS 5	Psychology of Race and Identity	3.0
PSYC 25	Research Methods	4.0
PSYC 27	Introduction to Cognitive Science	3.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0
SOC 3 <u>/ETHS 6</u>	Introduction to Race and Ethnicity	3.0
SOC 4	Marriage and Family Relations	3.0
SOC 6	Social Problems	3.0
SOC 7	Sociology of Sexuality	3.0
SOC 11	Sociology of Gender	3.0
SOC 12	Popular Culture	3.0
SOC 13	Research Methods	4 <u>.0</u>
<u>SOCI C1000</u>	<u>Introduction to Sociology</u>	<u>3.0</u>
WMST 1	Introduction to Women's Studies	3.0
WMST 2	Global Perspective of Women	3.0

Area 5: (7-10 Units)

Area 5A: Select One (3-5 Units)

ASTR 31	Introduction to Astronomy: The Solar System	3.0
ASTR 32	Introduction to Astronomy: Stars and the Universe	3.0
CHEM 1A	General College Chemistry I*	5.0
CHEM 1B	General College Chemistry II*	5.0
CHEM 6	Environmental Chemistry*	4.0
CHEM 12A	Organic Chemistry I*	5.0
CHEM 12B	Organic Chemistry II*	5.0
CHEM 30A	Introductory and Applied Chemistry I*	4.0
CHEM 30B	Introductory and Applied Chemistry II*	4.0
CHEM 31	Introduction to College Chemistry*	4.0
EVST 5	Energy and Sustainability	3.0
GEOG 1	Introduction to Physical Geography	3.0
GEOG 8	Introduction to Atmospheric Science	3.0
GEOG 12	Geography of California	3.0
GEOL 1	Physical Geology	3.0
GEOL 2	Historical Geology*	4.0
GEOL 5	Environmental Geology: Hazards & Disasters	3.0
GEOL 7	Environmental Geology: Resources, Use Impact & Pollution	3.0
GEOL 12	Introduction to Oceanography	3.0
GEOL <u>13</u>	<u>Introduction to Climate Science</u>	<u>3.0</u>
<u>GEOL</u> 20	Earth Science for Educators*	4.0
PHYS 1A	General Physics I*	5.0
PHYS 1B	General Physics II*	5.0
PHYS 1C	General Physics III*	5.0
PHYS 1D	General Physics IV*	3.0
PHYS 2A	Introduction to Physics I*	4.0
PHYS 2B	Introduction to Physics II*	4.0
PHYS 10	Descriptive Physics	3.0

Area 5B: Select One (3-5 Units)

ANTR	Biological Anthropology <u>Introduction to</u>	3.0
+ <u>ANTH</u> <u>C1001</u>	<u>Biological Anthropology</u>	
ANTR 13	Introduction to Forensic Anthropology	3.0
BIO 1C	Cell and Molecular Biology*	5.0
BIO 1R	Organismal Biology*	5.0
BIO 7A	Human Anatomy*	5.0
BIO 7B	Human Physiology*	5.0
BIO 7C	Microbiology*	5.0
BIO 10 <u>BIOL</u> <u>C1000</u>	Introduction to the Science of Biology* <u>Introduction to Biology with Lab*</u>	4.0

BIO 20	Contemporary Human Biology	3.0
BIO 30	Introduction to College Biology*	4.0
BIO 40	Humans and the Environment	3.0
BIO 50	Anatomy and Physiology*	4.0
BIO 60	Marine Biology*	4.0
<u>NTRN 1</u>	<u>Introduction to Nutrition Science</u>	<u>3.0</u>
PSYC 4	Brain, Mind, and Behavior	3.0

Area 5C: Select One Unless Course Taken
in 5A or 5B is Marked with * (0-1 Unit)

ANTR	Biological Anthropology Laboratory <u>Biological</u>	1.0
4L <u>ANTH</u>	<u>Anthropology Lab</u>	
<u>C1001L</u>		
ASTR 30L	Introduction to Astronomy	1.0
<u>C1001L</u>	Laboratory <u>Introduction to Astronomy Lab</u>	
EVST 5L	Energy and Sustainability Laboratory	1.0
GEOG 1L	Introduction to Physical Geography Laboratory	1.0
GEOL 1L	Physical Geology Laboratory	1.0
GEOL 12L	Introduction to Oceanography Laboratory	1.0
PHYS 10L	Descriptive Physics Laboratory	1.0

Area 6: Select One (3 Units)

ETHS 10	Introduction to African American and Black Studies	3.0
ETHS <u>20</u>	<u>Introduction to Asian American Studies</u>	<u>3.0</u>
<u>ETHS</u> 30	Introduction to Chicanx and Latinx Studies	3.0
PSYC 21/ETHS 5	Psychology of Race and Identity	3.0
SOC 3 <u>/ETHS</u> <u>6</u>	Introduction to Race and Ethnicity	3.0

Total: 34.0- ~~45~~ 44 .0

Students transferring to University of California or California State University have the opportunity to complete their lower division general education requirements at Las Positas College. This pattern of general education requires a minimum of 34 semester units to be completed. The Cal-GETC, Certificate of Achievement will officially acknowledge a significant educational achievement the student has completed at Las Positas College. Counselor assistance is advised.

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: 9.0-12.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	Major/Required	
Mathematical Concepts and Quantitative Reasoning (Area 2)	3.0 - 5.0	Major/Required	
Arts (Area 3A)	3.0 - 4.0	Major/Required	

Term 2 - Spring

Units: 9.0-13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Critical Thinking and Writing (Area 1B)	3.0 - 4.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0 - 4.0	Major/Required	
Physical Sciences (Area 5A)	3.0 - 5.0	Major/Required	

Term 3 - Fall

Units: 9.0-11.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication (Area 1C)	3.0	Major/Required	
Humanities (Area 3B) <u>Humanities (Area 3B)</u>	3.0 - 5.0	Major/Required	
Ethnic Studies (Area 6)	3.0	Major/Required	

Term 4 - Spring

Units: 7.0-9.0

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

Biological Sciences	3.0	Major/Required
(Area 5B) <u>Social and Behavioral Sciences</u>	5.0 <u>3.0</u>	
(Area 4)		
<u>Social and Behavioral Sciences</u>	3.0 <u>3.0</u> -	Major/Required
(Area 4) <u>Biological Sciences (Area 5B)</u>	<u>5.0</u>	
Laboratory (Area 5C)	1.0	Major/Required

Total: 34.0-45.0

Program Modification: Computer Applications Software - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 04-09-2026)

compared with

Computer Applications Software - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2025)

Rationale

TOP Code

0514.00 - Office Technology/Office Computer Applications*

CIP Code

52.0204 - Office Management and Supervision

1. Statement of Program Goals and Objectives

The Certificate of Achievement in Computer Applications Software is designed to provide our students with the knowledge and education so that they are prepared for a career in computer applications or related fields of study. Students receive foundational training in keyboarding, word processing, spreadsheets, databases, and web development.

2. Catalog Description

~~The Certificate of Achievement in Computer Applications Software is designed to prepare students to perform web development and programming, as well as basic data entry using standard and customized software products. This includes instruction in keyboarding skills, personal computer and work station operation, and various interactive software programs used for tasks such as word processing, spreadsheets, databases, and others.~~

The Certificate of Achievement in Computer Applications Software is designed to prepare students to perform web development and programming, as well as basic data entry using standard and customized software products. This includes instruction in keyboarding skills, personal computer and work station operation, and various interactive software programs used for tasks such as word processing, spreadsheets, databases, and others.

3. Program Requirements

Course	Title	Units	Term
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~~Required Core: (24 Units)~~ Required Core:

(25 Units)

CIS 43/CNT 43/CS 43	Professional Communications	3.0	<u>2nd</u>
CIS 50	Introduction to Computing Information Technology	3.0	<u>1st</u>
CIS 54	MS Excel Essentials	4.0	<u>2nd</u>
CIS 55	Integrating Office Applications	4.0	<u>1st</u>
CIS 57 <u>74</u>	Database Concepts <u>Administrative Office Professional</u>	3.0	
CIS 65 <u>88A</u>	Introduction to Desktop Operating Systems <u>Word Processing Essentials: MS Word, Google Docs, AI Tools</u>	2.0	
CIS 75	Office Technology/Communications	1.0	
CIS 88A	Introduction to Microsoft Word	1.5	<u>1st</u>
CIS 88B	Adv Microsoft Word	1.5	<u>1st</u>
CIS 89A	Desktop Presentation	1. <u>5</u>	<u>1st</u>
<u>CIS 100</u>	<u>AI (Artificial Intelligence) in the Workplace</u>	<u>3.0</u>	

~~List A: Select Two (6 Units)~~ List A: Select

One (3 Units)

<u>CIS 9002</u>	<u>Database Design and SQL Programming</u>	<u>3.0</u>	
CIS 59	Web Dev: HTML/CSS/Javascript	3.0	
CIS 59C	Web Programming - JavaScript	3.0	
CS 7	Introduction to Computer Programming Concepts	3.0	

~~List B: Select from the Following (4-6~~

~~Units)~~ List B: Select Two (5-6 Units)

CIS 55B <u>BUSN</u> <u>61</u>	Advanced MS Office Skills <u>Quickbooks Accounting</u>	2.0	
CIS 60	Systems Analysis and Design <u>Systems Analysis & Design</u>	3.0	
CIS 62	Project Management <u>Project Management: Navigating the Modern Digital Landscape</u>	3.0	
CIS 66/CNT 52	Networking Fundamentals	3.0	
CNT 51	CompTIA's A+ Certification Computer Technician	4.0	

Total: ~~34~~ 33 .0- ~~36~~ 34 .0

4. Career Opportunities

Career Opportunities include, but are not limited to, administrative assistant, receptionist, database manager, web design, desktop publishing office manager, and administrative 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 certificate in Career Technical Education.

6. Enrollment and Completer Projections

5 per year.

7. Place of Program in Curriculum/Similar Programs

This program will remain in the Computer Studies set of programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

~~The Certificate of Achievement in Computer Applications Software is designed to prepare students to perform web development and programming, as well as basic data entry using standard and customized software products. This includes instruction in keyboarding skills, personal computer and work station operation, and various interactive software programs used for tasks such as word processing, spreadsheets, databases, and others.~~

The Certificate of Achievement in Computer Applications Software is designed to prepare students to perform web development and programming, as well as basic data entry using standard and customized software products. This includes instruction in keyboarding skills, personal computer and work station operation, and various interactive software programs used for tasks such as word processing, spreadsheets, databases, and others.

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
CIS 50	Introduction to Computing Information Technology	3.0	Major/Required	
CIS 55	Integrating Office Applications	4.0	Major/Required	-
CIS 75	Office Technology/Communications	1.0	Major/Required	-
CIS 88A	Introduction to Microsoft Word <u>Word</u>	1.5 <u>2.0</u>	Major/Required	

Processing Essentials:
MS Word, Google
Docs, AI Tools

CIS 88B	Adv Microsoft Word	1.5	Major/Required	
CIS 89A	Desktop Presentation	1.0 <u>1.5</u>	<u>Major/Required</u>	-
<u>CIS 55</u>	<u>Integrating Office</u> <u>Applications</u>	<u>4.0</u>	Major/Required	

Term 2 - Spring

Units: ~~14~~ 12 .0-
~~16~~ 13 .0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 43/CNT 43/CS 43	Professional Communications	3.0	Major/Required	
List A Course		3.0	Major/Required	
List B Course		2.0 4.0 <u>2.0</u> - <u>3.0</u>	Major/Required	
CIS 65	Introduction to Desktop Operating Systems	2.0	Major/Required	-
CIS 54	MS Excel Essentials	4.0	Major/Required	

Term 3 - Spring

Units: ~~10.0~~ ~~8~~ 9 .0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 57 <u>74</u>	Database Concepts <u>Administrative</u> <u>Office Professional</u>	<u>3.0</u>	<u>Major/Required</u>	-
<u>CIS 100</u>	<u>AI (Artificial</u> <u>Intelligence) in the</u> <u>Workplace</u>	3.0	Major/Required	
List A Course <u>List B</u> <u>Course</u>		3.0	Major/Required	-
List B Course		4.0 2.0	Major/Required	

Total: ~~36~~ 33.0 - 34 .0



**Program Modification: Data Analytics - Certificate of Achievement (16 to fewer than 30 units)
(Launched - Implemented 03-28-2026)**

compared with

**Data Analytics - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented
04-19-2022)**

Rationale

TOP Code

0702.00 - Computer Information Systems*

CIP Code

11.0103 - Information Technology

1. Statement of Program Goals and Objectives

~~The goal of the Data Analytics Certificate of Achievement is to prepare students for entry-level jobs, or to help them advance into careers, such as Business Intelligence Analysts, Data Analysts, Big Data or Data Technologist. Program Goals 1. Develop in-depth understanding of the key technologies in data science and business analytics: data mining, machine learning, visualization techniques, predictive modeling, and statistics. 2. Practice problem analysis and decision-making. 3. Gain practical, hands-on experience with statistics programming languages and big data tools through coursework and applied research experiences. 4. Solve business problems and make business decisions with information systems and analytics tools and technologies 5. Effectively communicate the results of analytic solutions to business problems and decisions~~

The goal of the Data Analytics Certificate of Achievement is to prepare students for entry-level jobs, or to help them advance into careers, such as Business Intelligence Analysts, Data Analysts, Big Data or Data Technologist. Program Goals 1. Develop in-depth understanding of the key technologies in data science and business analytics: data mining, machine learning, visualization techniques, predictive modeling, and statistics. 2. Practice problem analysis and decision-making. 3. Gain practical, hands-on experience with statistics programming languages and big data tools through coursework and applied research experiences. 4. Solve business problems and make business decisions with information systems and analytics tools and technologies 5. Effectively communicate the results of analytic solutions to business problems and decisions

2. Catalog Description

~~The Certificate of Achievement in Data Analytics will provide students with a solid foundation in the fields of data analytics, business intelligence analysis, or data science. The purpose of this certificate is to prepare students for entry-level positions or to help advance into careers in data collection, data processing, data analysis and to provide a foundation for future training in data science and big data analysis. Students will learn how to make business decisions based upon the analysis of large amounts of data. Students will learn about processing, integrating, modeling, mining, and analytics related to Big Data. Students will use frameworks, tools, services, and programming languages to analyze data. Courses will integrate Google Data Analyst Professional Career Certificate content, giving students the ability to achieve an important industry certification.~~

The Certificate of Achievement in Data Analytics will provide students with a solid foundation in the fields of data analytics, business intelligence analysis, or data science. The purpose of this certificate is to prepare students for entry-level positions or to help advance into careers in data collection, data processing, data analysis and to provide a foundation for future training in data science and big data analysis. Students will learn how to make business decisions based upon the analysis of large amounts of data. Students will learn about processing, integrating, modeling, mining, and analytics related to Big Data. Students will use frameworks, tools, services, and programming languages to analyze data. Courses will integrate Google Data Analyst Professional Career Certificate content, giving students the ability to achieve an important industry certification.

3. Program Requirements

Course	Title	Units	Term
<i>Required Core: (13 Units)</i>			
CIS 10	Business Data Analytics	3.0	
CIS 11	Data Visualization Tools	3.0	
CIS -9002	Introduction to Database Management	3.0	
CIS 54	MS Excel Essentials	4.0	
<u>CIS 9002</u>	<u>Database Design and SQL Programming</u>	<u>3.0</u>	
List A: Select One (3 Units) <u>List A: Select</u>			
<u>Two (6 Units)</u>			
BUSN 55	Business Mathematics	3.0	
CIS -7	Introduction to Programming Concepts and Methodologies	3.0	
CIS 60	Systems Analysis and Design <u>Systems Analysis & Design</u>	3.0	
CIS 81B	Database Essentials in the Cloud	<u>3.0</u>	
<u>CIS 100</u>	<u>AI (Artificial Intelligence) in the Workplace</u>	3.0	
CS 7	Introduction to Computer Programming Concepts	3.0	

Total: ~~16~~ 19.0

4. Career Opportunities

~~Big data analytics is used by a broad range of industries including banking, communications, healthcare, government and transportation. Career Opportunities include, but are not limited to, Business Intelligence Analysts, Data Analysts, Big Data Technologist.~~

Big data analytics is used by a broad range of industries including banking, communications, healthcare, government and transportation. Career Opportunities include, but are not limited to, Business Intelligence Analyst, Data Analyst, Big Data Technologist.

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 certificate in Career Technical Education.

6. Enrollment and Completer Projections

10 students

7. Place of Program in Curriculum/Similar Programs

~~This is a new program, part of the CIS discipline~~

This program will remain part of the CIS discipline.

8. Similar Programs at Other Colleges in Service Area

-

This program has been recommended by the BACCC.

~~The Certificate of Achievement in Data Analytics will provide students with a solid foundation in the fields of data analytics, business intelligence analysis, or data science. The purpose of this certificate is to prepare students for entry-level positions or to help advance into careers in data collection, data processing, data analysis and to provide a foundation for future training in data science and big data analysis. Students will learn how to make business decisions based upon the analysis of large amounts of data. Students will learn about processing, integrating, modeling, mining, and analytics related to Big Data. Students will use frameworks, tools, services, and programming languages to analyze data. Courses will integrate Google Data Analyst Professional Career Certificate content, giving students the ability to achieve an important industry certification.~~

The Certificate of Achievement in Data Analytics will provide students with a solid foundation in the fields of data analytics, business intelligence analysis, or data science. The purpose of this certificate is to prepare students for entry-level positions or to help advance into careers in data collection, data processing, data analysis and to provide a foundation for future training in data science and big data analysis. Students will learn how to make business decisions based upon the analysis of large amounts of data. Students will learn about processing, integrating, modeling, mining, and analytics related to Big Data. Students will use frameworks, tools, services, and programming languages to analyze data. Courses will integrate Google Data Analyst Professional Career Certificate content, giving students the ability to achieve an important industry certification.

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: 10.0

Course

-				
	Units	MAJ/GEN/ELEC		
	<u>Semester(s)</u>			
	<u>Offered</u>			
<u>CIS 54</u>		<u>MS Excel Essentials</u>	<u>4.0</u>	<u>Major/Required</u>
<u>CIS 9002</u>		<u>Database Design and</u>	<u>3.0</u>	<u>Major/Required</u>
		<u>SQL Programming</u>		
<u>List A course</u>			<u>3.0</u>	<u>Major/Required</u>
				-

Term 2 - Spring

Units: 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 10	Business Data Analytics	3.0	<u>Major/Required</u>	
CIS 11	Data Visualization Tools	3.0		-
CIS 9002	Introduction to Database Management	3.0		-
CIS 54	MS Excel Essentials	4.0		-

Course

-

Units	MAJ/GEN/ELEC		
Semester(s) Offered			
BUSN 55	Business Mathematics	3.0	-
CIS 7	Introduction to Programming Concepts and Methodologies	3.0	-
CIS 60	Systems Analysis and Design	3.0	-
CIS 81B	Database Essentials in the Cloud	3.0	-
CS 7	Introduction to Computer Programming Concepts	3.0	<u>Major/Required</u>

Total: 16.0



Technical Program Revision: Economics - Associate in Arts Degree for Transfer (Launched)
compared with
Economics - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2026)

Rationale

TOP Code

2204.00 - Economics

CIP Code

45.0601 - Economics, General

1. Statement of Program Goals and Objectives

~~The Associate in Arts in Economics for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Economics. The Associate in Arts in Economics for Transfer degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Economics.~~

The Associate in Arts in Economics for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Economics. The Associate in Arts in Economics for Transfer degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Economics.

2. Catalog Description

~~The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Economics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.~~

The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Economics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

Program Title

Economics

Award Type

Associate in Arts Degree for Transfer

Effective Term

~~Fall 2026~~

Fall 2027

Program Description

~~The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Economics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.~~

The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align

with the Intersegmental Transfer Model Curriculum (TMC) for Economics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term
<i>Required Core: (14-15 Units)</i>			
ECON C2001	Principles of Microeconomics	3.0	1st
ECON C2002	Principles of Macroeconomics	3.0	2nd
MATH + <u>C2210</u>	Calculus I <u>Calculus I: Early Transcendentals</u>	5.0	2nd
OR			
MATH 34	Business Calculus	4.0	2nd
STAT C1000	Introduction to Statistics	4.0	1st
<i>List A: Select One (3-5 Units)</i>			
BUSN 1A	Financial Accounting	4.0	3rd
BUSN 1B	Managerial Accounting	4.0	3rd
CS 1	Computing Fundamentals I	4.0	3rd
CS 7	Introduction to Computer Programming Concepts	3.0	3rd
CIS 50	Introduction to Computing Information Technology	3.0	3rd
MATH + <u>C2220</u>	Calculus II <u>Calculus II: Early Transcendentals</u>	5.0	3rd
MATH 33	Finite Mathematics	4.0	3rd
<i>List B: Select One (3-5 Units)</i>			
Any List A course not already used.		3.0-5.0	4th
MATH 3	Multivariable Calculus	5.0	4th
MATH 7	Elementary Linear Algebra	3. 5 <u>0</u>	4th

Total Units for the Major

20.0-25.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The

35.0-40.0

number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

~~The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Economics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.~~

The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Economics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

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

Term 1 - Fall**Units:** ~~15~~ 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECON C2001	Principles of Microeconomics	3.0	Major/Required	
STAT C1000	Introduction to Statistics	4.0 <u>3.0</u>	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		5.0	Elective	

Term 2 - Spring**Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECON C2002	Principles of Macroeconomics	3.0	Major/Required	
MATH + <u>C2210</u>	Calculus <u>Calculus I: Early Transcendentals</u>	5.0	Major/Required	
OR MATH 34	Business Calculus	4.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Physical Science with Lab (Area 5A and 5C)		4.0	General Education	
AD Elective		0.0 - 1.0	Elective	

Term 3 - Fall**Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0 - 5.0	Major/Required	
Oral Communication (Area 1C)		3.0	General Education	
Biological Sciences (Area 5B)		3.0	General Education	

Arts (Area 3A)	3.0	General Education
AD Elective <u>CSU</u> <u>Elective</u>	1.0 - 3.0	Elective

Term 4 - Spring

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0 - 5.0	Major/Required	
*Humanities (Area 3B)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective <u>CSU</u> <u>Elective</u>	4.0 - 6.0	Elective	

Total: ~~60~~ 59.0

Program Modification: English - Associate in Arts Degree for Transfer (Launched)
compared with
English - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Rationale

TOP Code

1501.00 - English

CIP Code

23.0101 - English Language and Literature, General

1. Statement of Program Goals and Objectives

The intent of the Associate in Arts in English for Transfer is to assist students in transferring into the California State University System. Students completing the Associate in Arts in English for Transfer receive a guarantee of admission with junior status into the California State University (CSU) System. CSU is required to grant priority admission for a student with this associate degree to a [CSU] campus and to a program or major that is similar to their community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted. The courses students take in the Transfer Model Curriculum (TMC) for the Associate in Arts in English for Transfer will prepare them to enter the Baccalaureate program in English at the CSU. In addition, the English course objectives (contained in the Course Outline of Record) and the English Program Student Learning Outcomes will prepare students to excel in all of their classes at the CSU. The academic work of students who complete the Associate in Arts in English for Transfer will show evidence of their having achieved the following learning outcomes.

2. Catalog Description

The Associate in Arts in English for Transfer (AA-T) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Like the Associate in Arts in English (AA), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. However, the intent of the Associate in Arts in English for Transfer (AA-T) is to assist students in transferring into the California State University System. Students completing the Associate in Arts in English for Transfer (AA-T) degree receive a guarantee of admission with junior status into the California State University System. CSU is required to grant priority admission for a student with this associate degree to their [CSU] campus and to a program or major that is similar to their community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted." As such, the courses required for the Associate in Arts in English for Transfer (AA-T) are more narrowly focused on English courses and preparation for the English Baccalaureate degree whereas the courses allowed for the Associate in Arts in English (AA) cover a broader, interdisciplinary range and provide more general preparation in reading, writing, critical thinking, humanities, and creative expression.

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

Program Title

English

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Fall 2027

Program Description

The Associate in Arts in English for Transfer (AA-T) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Like the Associate in Arts in English (AA), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. However, the intent of the Associate in Arts in English for Transfer (AA-T) is to assist students in transferring into the California State University System. Students completing the Associate in Arts in English for Transfer (AA-T) degree receive a guarantee of admission with junior status into the California State University System. CSU is required to grant priority admission for a student with this associate degree to their [CSU] campus and to a program or major that is similar to their community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted." As such, the courses required for the Associate in Arts in English for Transfer (AA-T) are more narrowly focused on English courses and preparation for the English Baccalaureate degree whereas the courses allowed for the Associate in Arts in English (AA) cover a broader, interdisciplinary range and provide more general preparation in reading, writing, critical thinking, humanities, and creative expression.

Program Requirements

Course	Title	Units	Term
Required Core: (6 Units) <u>Required Core:</u>			
<u>(4 Units)</u>			
ENGL C1001	Critical Thinking and Writing <u>Critical Thinking</u>	3.0	
<u>C1003</u>	<u>and Writing through Literature</u>		
ENG 4	Critical Thinking and Writing about Literature	3	<u>4</u> .0
List A: (6 Units)			
ENG 35	Modern American Literature	3.0	
ENG 41	Modern World Literature	3.0	

~~List B: Select One (3 Units)~~ List B: Select

Two (6 Units)

ENG 11	Introduction to Creative Writing	3.0
ENG 20	Studies in Shakespeare	3.0
ENG 32	U.S. Women's Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
ENG 44	Literature of the American West	3.0
ENG 45	Studies in Fiction	3.0

List C: Select One (3 Units)

Any List B course not already used 3.0

ENG 12A Craft of Writing Fiction 3.0

ENG 12B Craft of Writing Fiction: Intermediate 3.0

ENG 12C Craft of Writing Fiction: Advanced 3.0

ENG 13A The Craft of Writing Poetry: Beginning 3.0

ENG 13B The Craft of Writing Poetry: Intermediate 3.0

~~ENG Journal~~

~~19A of AMS~~

19A Arts,

~~Literature;~~

~~and~~

~~Academic~~

~~Writing~~

~~A Journal~~

~~of~~

~~Arts~~

~~and~~

~~Literature~~

~~A~~

3.0

~~OR~~

~~JAMS Journal of Arts, Literature, and Academic~~ 3.0

~~19A ENG Writing A Journal of Arts and Literature B~~

~~19B/JAMS~~

~~19B~~

~~ENG 19B Journal of Arts, Literature, and Academic~~ 3.0

~~Writing B~~

~~OR~~

~~JAMS 19B Journal of Arts, Literature, and Academic~~ 3.0

~~Writing B~~

Total Units for the Major

~~18~~ 19.0

Additional General Education and
Electives

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.

~~42~~ 41 .0

Total: 60.0

The Associate in Arts in English for Transfer (AA-T) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Like the Associate in Arts in English (AA), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. However, the intent of the Associate in Arts in English for Transfer (AA-T) is to assist students in transferring into the California State University System. Students completing the Associate in Arts in English for Transfer (AA-T) degree receive a guarantee of admission with junior status into the California State University System. CSU is required to grant priority admission for a student with this associate degree to their [CSU] campus and to a program or major that is similar to their community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted." As such, the courses required for the Associate in Arts in English for Transfer (AA-T) are more narrowly focused on English courses and preparation for the English Baccalaureate degree whereas the courses allowed for the Associate in Arts in English (AA) cover a broader, interdisciplinary range and provide more general preparation in reading, writing, critical thinking, humanities, and creative expression.

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
English Composition (Area 1A)	3.0	General Education	
Physical Science (Area 5A)	3.0	General Education	

Arts (Area 3A)	3.0	General Education
Social and Behavioral Sciences (Area 4)	3.0	General Education
AD Elective <u>CSU Elective</u>	2.0	Elective

Term 2 - Spring

Units: 16.0 - 17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENG 4 <u>ENGL C1003</u> Critical Thinking and Writing about Literature <u>Critical Thinking and Writing through Literature</u>	3.0 <u>4.0</u>	Major/Required	
List B Course	3.0	Major/Required	
MATH 47 (Area 2)	3.0	General Education	
Biological Science with Lab (Area 5B and 5C)	4.0	General Education	
AD Elective <u>CSU Elective</u>	3.0 <u>2.0 - 3.0</u>	Elective	

Term 3 - Summer

Units: 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication (Area 1C)	3.0	General Education	

Term 4 - Fall

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGL C1001 Critical Thinking and Writing	3.0	Major/Required	-

ENG 41	Modern World Literature	3.0	Major/Required	Fall
<u>List B Course</u>		<u>3.0</u>	<u>Major/Required</u>	-
Social and Behavioral Sciences (Area 4)		3.0	General Education	
AD Elective <u>CSU Elective</u>		6.0	Elective	

Term 5 - Spring

Units: 12.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENG 35	Modern American Literature ➡	3.0	Major/Required	Spring
List C Course		3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		3.0	Elective	

➡ Gateway Course

Total: 60.0 - 61.0



Technical Program Revision: Lesbian, Gay, Bisexual, Transgender, and Queer Studies - Certificate of Achievement (8 to fewer than 16 units) (Launched)

compared with

Lesbian, Gay, Bisexual, Transgender, and Queer Studies - Certificate of Achievement (8 to fewer than 16 units) (Active - Implemented 08-15-2025)

Rationale

This certificate program is for individuals interested in understanding more about gender and sexual minorities including but not limited to lesbian, gay, bisexual, transgender, nonbinary, queer people). This certificate will enhance your education by demonstrating knowledge about sexuality, gender, and queer communities by combining study of social sciences and humanities.

TOP Code

2201.40 - Social Justice: LGBTQ Studies

CIP Code

05.0208 - Gay/Lesbian Studies

1. Statement of Program Goals and Objectives

~~This local program is for individuals interested in understanding more about gender and sexual minorities. This certificate will enhance their education by demonstrating knowledge about sexuality, gender, and queer communities by combining study of social sciences and humanities.~~

This local program is for individuals interested in understanding more about gender and sexual minorities. This certificate will enhance their education by expanding knowledge about sexuality, gender, and queer communities by combining study of social sciences and humanities.

2. Catalog Description

~~The Lesbian, Gay, Bisexual, Transgender, and Queer Studies Certificate of Achievement is designed for students that are looking to expand their knowledge of sexual and gender minorities. Completion of the certificate will enhance career opportunities by demonstrating knowledge about sexuality, gender, and queer communities by combining study of social sciences and humanities. This certificate could be combined with a variety of majors in arts, humanities, social science, education, and many other areas of study.~~

The Lesbian, Gay, Bisexual, Transgender, and Queer Studies Certificate of Achievement is designed for students that are looking to expand their knowledge of sexual and gender minorities. Completion of the certificate will enhance career opportunities by demonstrating knowledge of sexuality, gender, and queer communities through the combined study of social sciences and humanities. This certificate could be combined with a variety of majors in arts, humanities, social science, education, and many other areas of study.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (3 Units)

LGBT 1	Introduction to LGBTQ Studies	3.0	1st
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List A: Select One (3 Units)

ETHS 1	Introduction to Ethnic Studies	3.0	1st
ETHS 5/PSYC 21	Psychology of Race and Identity	3.0	
ETHS 6/SOC 3	Introduction to Race and Ethnicity	3.0	1st

List B: Select One (3 Units)

ENG 32	U.S. Women's Literature	3.0	1st
HEA 3	Women's Health	3.0	1st
HIST 32	U.S. Women's History	3.0	1st
PHIL 5	Feminist Philosophy	3.0	1st
PSYC 13	Psychology of Women	3.0	1st
SOC 11	Sociology of Gender	3.0	1st
WMST 1	Introduction to Women's Studies	3.0	1st
WMST 2	Global Perspective of Women	3.0	1st

List C: Select Two (6 units)

Any course from List A or List B not already used.		3.0	2nd
ANTR 3	Cultural Anthropology	3.0	2nd
GS 1/SOC 5	Introduction to Global Studies	3.0	2nd
GS 2	Political, Economic, and Cultural Globalization	3.0	2nd
HEA 11	Health and Social Justice	3.0	2nd
HUMN 4	Global Cinemas	3.0	2nd
LGBT 2	Lesbian, Gay, Bisexual, Transgender, and Queer Psychology	3.0	2nd

Total: 15.0

4. Master Planning

~~The LGBTQ+ Studies program and the components of it support the values of Las Positas College. The workplace and society are rapidly changing when it comes to LGBTQ+ people. Students are likely to interact with LGBTQ+ people on a regular basis at work and in the community. This matches one of the LPC values: "Responding to the needs of the ever-changing workplace and society". The certificate teaches students about the various groups within the LGBTQ+ umbrella and the role that LGBTQ+ individuals and groups in art, literature, history, sociology, psychology, and many other areas. This meets another value: "Promoting ethical behavior, mutual trust, equity, and respect within our diverse community".~~

The LGBTQ+ Studies program and its components support the values of Las Positas College. The workplace and society are rapidly changing when it comes to LGBTQ+ people. Students are likely to interact with LGBTQ+ people on a regular basis at work and in the community. This matches one of the LPC values: "Responding to the needs of the ever-changing workplace and society." The certificate teaches students about the various groups within the LGBTQ+ umbrella and the role that LGBTQ+ individuals and groups play in art, literature, history, sociology, psychology, and many other areas. This meets another value: "Promoting ethical behavior, mutual trust, equity, and respect within our diverse community."

5. Enrollment and Completer Projections

We anticipate to attract 50 students a year and have about 5 completers each year.

6. Place of Program in Curriculum/Similar Programs

~~The certificate will be part of the LGBTQ+ Studies program and work alongside the Social Justice Studies: LGBTQ+ Studies AA-T degree.~~

The certificate will be part of the LGBTQ+ Studies program and work alongside the Social Justice Studies: LGBTQ+ Studies AA-T degree.

7. Similar Programs at Other Colleges in Service Area

~~This program is similar to a program at Napa Valley College and similar to the Social Justice Studies: LGBTQ+ Studies AA-T major requirements which is offered by us, CC San Francisco, Monterey Bay CC, Los Medanos College, and Napa Valley College.~~

This program is similar to a program at Napa Valley College and similar to the Social Justice Studies: LGBTQ+ Studies AA-T major requirements. The AA-T is offered by LPC, CC San Francisco, Monterey Bay CC, Los Medanos College, and Napa Valley College.

~~The Lesbian, Gay, Bisexual, Transgender, and Queer Studies Certificate of Achievement is designed for students that are looking to expand their knowledge of sexual and gender minorities. Completion of the certificate will enhance career opportunities by demonstrating knowledge about sexuality, gender, and queer communities by combining study of social sciences and humanities. This certificate could be combined with a variety of majors in arts, humanities, social science, education, and many other areas of study.~~

The Lesbian, Gay, Bisexual, Transgender, and Queer Studies Certificate of Achievement is designed for students that are looking to expand their knowledge of sexual and gender minorities. Completion of the certificate will enhance career opportunities by demonstrating knowledge of sexuality, gender, and queer communities through the combined study of social sciences and humanities. This certificate could be combined with a variety of majors in arts, humanities, social science, education, and many other areas of study.

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: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
LGBT 1	Introduction to LGBTQ Studies	3.0	Major/Required	
List A Course		3.0	Major/Required	
List B Course		3.0	Major/Required	

Term 2 - Spring

Units: 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List C Courses		6.0	Major/Required	

Total: 15.0

Program Modification: Liberal Arts & Sciences: Arts and Humanities - Associate of Arts Degree (Launched)

compared with

Liberal Arts & Sciences: Arts and Humanities - Associate of Arts Degree (Active - Implemented 08-15-2026)**Rationale****TOP Code**

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

The Liberal Arts & Sciences: Arts and Humanities AA is designed to prepare the students to enter the workforce prepared with an associate degree. The curriculum allows student to develop an appreciation of the beauty and values that have shaped and enriched our culture. This program prepares students in analytical thinking, critical analysis, group collaboration, and effective communication.

2. Catalog Description

The Liberal Arts & Sciences: Arts and Humanities AA courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation. Students will also learn to value aesthetic understanding and incorporate these concepts when constructing value judgments.

3. Program Requirements

Course	Title	Units	Term
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*Required Core: Complete at least 18 units
from below with at least 6 units from Arts
and 6 units from Humanities (18-21 Units)*

Arts	-	
ARHS 1	Introduction to Art History	3.0
ARHS 2	Art of the Ancient Americas	3.0
ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	3.0
ARHS 7	Modern Art History	3.0
ARHS 8	Asian Art History	3.0
ARTH C1100	Survey of Art from Prehistory to the Medieval Era	3.0
ARTH C1200	Survey of Art from the Renaissance to Contemporary	3.0
ARTS 2A	Introduction to Drawing	3.0
ARTS 3A	Figure and Composition I	3.0
ARTS 3B	Figure and Composition II	3.0
ARTS 3C	Figure and Composition III	3.0
ARTS 3D	Figure and Composition IV	3.0
ARTS 7A	Introduction to Watercolor Painting	3.0
ARTS 7B	Watercolor Painting	3.0
ARTS 7C	Advanced Watercolor Painting I	3.0
ARTS 7D	Advanced Watercolor Painting II	3.0
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0
ARTS 12B	Oil/Acrylic Painting: Beginning II	3.0
ARTS 12C	Oil/Acrylic Painting: Advanced I	3.0
ARTS 12D	Oil/Acrylic Painting: Advanced II	3.0
ARTS 23	2-D Design	3.0
ARTS 24	Three-Dimensional Design and Modeling	3.0
ARTS 26/GDDM 51	Color Theory	3.0
FLMS 5	Introduction to Film Editing	3.0
FLMS 7	Introduction to Screenwriting	3.0
GDDM 2	Wordpress and Content Management Systems	3.0
GDDM 3	History of Graphic Design	3.0
GDDM 4	User Interface and User Experience Design	3.0
GDDM 40	Design Shop: The Business of Design	3.0
GDDM 45A	Digital Painting I	3.0
GDDM 45B	Digital Painting II	3.0
GDDM 50	Introduction to Adobe Digital Tools	3.0
GDDM 52	Introduction to Typography	3.0
GDDM 53	Adobe Photoshop I	3.0
GDDM 54	Adobe Illustrator I	3.0

GDDM 55	Web Design I	3.0
GDDM 56	Introduction to Graphic Design	3.0
GDDM 57	Branding and Identity Design	3.0
GDDM 58	Adobe Photoshop II	3.0
GDDM 59	Adobe Illustrator II	3.0
GDDM 60	Creative Portfolio Development & Self Promotion	3.0
GDDM 62	Web Design II	3.0
GDDM 64	Adobe InDesign I	3.0
GDDM 70/PHTO 70	Photoshop and Lightroom for Photographers	3.0
JAMS 12 /PHTO 72	Introduction to Photojournalism	3.0
MUS 1	Introduction to Music	3.0
MUS 3	World Music	3.0
MUS 4	Jazz in American Culture	3.0
MUS 5	American Cultures in Music	3.0
MUS 6	Basic Music Skills	2.0
MUS 8A	Music Theory and Musicianship 1	4.0
MUS 8B	Music Theory and Musicianship 2	4.0
MUS 10A	Music Theory and Musicianship 3	4.0
MUS 10B	Music Theory and Musicianship 4	4.0
MUS 11	Commercial Music Combo	1.0
MUS 13	History of Rock & Roll	3.0
MUS 14	Jazz Workshop	1.0
MUS 15	Jazz Ensemble	1.0
MUS 16	Philharmonic Orchestra	1.0
MUS 21A	Beginning Piano	1.0
MUS 21B	Intermediate Piano	1.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 22B	Scoring for Film and Multimedia 2	3.0
MUS 23A	Elementary Voice	1.0
MUS 23B	Intermediate Voice	1.0
MUS 25	Teaching Beginning Piano	2.0
MUS 27	Teaching Intermediate Piano	2.0
MUS 28	Keyboard Skills	1.0
MUS 31	Study of Piano	1.0
MUS 34	Music in Film	3.0
MUS 35	Introduction to Music Technology	3.0
MUS 36	Intermediate Music Technology	3.0
MUS 37	Music Business	3.0
MUS 38	Applied Lessons	1.0
MUS 41	Instrumental Chamber Music	1.0
MUS 44	Concert Choir	1.0

MUS 45	Chamber Choir	2.0
MUS 46	Vocal Jazz Ensemble	2.0
MUS 48	Improvisation Lab	1.0
<u>MUS 50</u>	<u>Live Concert Sound</u>	<u>1.0</u>
PHTO 50	Introduction to Photography	3.0
PHTO 51A	Individual Projects A	1.5
PHTO 56	Introduction to Digital Photography	1.5
PHTO 57	Intermediate Digital Photography	1.5
PHTO 58	Introduction to Videography	3.0
PHTO 60	Intermediate Black and White Photography	3.0
PHTO 64A	Artificial Light Photography	3.0
PHTO 66	Digital Imaging	3.0
PHTO 67	History of Photography	3.0
PHTO 68	Color Field Photography	3.0
PHTO 69	Intermediate Videography	3.0
POLI 25	Introduction to Political Theory	3.0
THEA 1	Conservatory Readiness	1.0
THEA 1A	Theory/Practice of Acting I	3.0
THEA 1B	Theory/Practice of Acting II	3.0
THEA 3A	Beginning Improvisation	3.0
THEA 3B	Intermediate Improvisation	3.0
THEA 3C	Improvisation in Performance	3.0
THEA 4	Modern American Theater	3.0
THEA 5	Theater for Young Audiences	3.0
THEA 10	Introduction to Dramatic Arts	3.0
THEA 11	Stage to Screen	3.0
THEA 25	Fundamentals of Stage Speech	3.0
THEA 31A	Drama Workshop - Beginning	3.0
THEA 31B	Drama Workshop - Intermediate	3.0
THEA 31C	Drama Workshop - Technical Theater	3.0
THEA 31D	Drama Workshop - Directing	3.0
THEA <u>39A</u>	<u>Musical Theater Workshop - Beginning</u>	<u>3.0</u>
<u>THEA</u> 39B	Musical Theater Workshop - Intermediate	3.0
THEA 39C	Musical Theater Workshop - Advanced	3.0
THEA 47A	Performance in Production: Introduction to Live Performance	3.0
THEA 47B	Performance in Production: Beginning	3.0
THEA 47C	Performance in Production: Intermediate	3.0
THEA 47D	Performance in Production: Advanced	3.0
THEA 48A	Technical Theater in Production - Beginning	3.0
THEA 39A	Musical Theater Workshop - Beginning	3.0
THEA 48B	Technical Theater in Production - Intermediate	3.0
THEA 48C	Technical Theater in Production - Advanced	3.0
THEA 48D	Technical Theater in Production - Capstone	3.0

THEA 50	Stagecraft	3.0
THEA 50L	Introduction to Stage Lighting	3.0
THEA 51	Introduction to Costume Design	3.0
THEA 52	Introduction to Design	3.0
THEA 53	Script Analysis	3.0
THEA 54	Shakespeare Through Performance	3.0
THEA 55	Movement for the Actor	1.0
THEA 56	Acting for the Camera	3.0
THEA 57A	Performance in Production - Introduction to Musical Theater	3.0
THEA 57B	Performance in Production -Beginning Musical Theater	3.0
THEA 57C	Performance in Production -Intermediate Musical Theater	3.0
THEA 57D	Performance in Production -Advanced Musical Theater	3.0
THEA 58	Stage Combat	2.0
THEA 60	Business of Acting	1.0
WLDT 71	Welding for the Arts	3.0
	-	
Humanities	-	
FREN 1A	Beginning French	5.0
FREN 1B	Elementary French	5.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HIST 3	World History to 1500	3.0
HIST 4	World History since 1500	3.0
HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
HIST 28	History of American West	3.0
HIST 32	U.S. Women's History	3.0
HIST C1001	United States History to 1877	3.0
HIST C1002	United States History since 1865	3.0
HUMN	Introduction to Film Studies	3.0
2 /FLMS 2		
HUMN 3	Introduction to Humanities	3.0
HUMN 4	Global Cinemas	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
HUMN 11	Culture and the Arts I: Ancient World to the Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0
HUMN 28	World Mythology	3.0
KIN 3	Sports in Films & Documentaries	3.0

LIBR 1	Working with Sources	1.0
LIBR 4	College Research Techniques	0.5
LIBR 6	Research in Special Subjects	0.5
LIBR 7	The Open Web and Search Engines	0.5
PHIL 1	God, Nature, Human Nature	3.0
PHIL 2	Ethics	3.0
PHIL 3	Aesthetics	3.0
PHIL 4	Introduction to Philosophy: Knowledge	3.0
PHIL 5	Feminist Philosophy	3.0
PHIL 6	Introduction to Logic	3.0
PHIL 8	Logic and Argumentation	4.0
RELS 1	Religions of the World	3.0
RELS 3	Introduction to Women's Spirituality	3.0
SPAN 1A	Beginning Spanish	5.0
SPAN 1B	Elementary Spanish	5.0
SPAN 2A	Intermediate Spanish I	4.0
SPAN 2B	Intermediate Spanish II	4.0
SPAN 21	Spanish for Spanish Speakers I	5 4.0
SPAN 22	Spanish for Spanish Speakers II	5.0
SPAN 23	Introduction to Hispanic Literature	3 4.0

Total Units in Area of Emphasis

18.0-21.0

*Additional General Education and Elective
Units*

39.0-42.0

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.

Total: 60.0

4. Master Planning

This local 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.

5. Enrollment and Completer Projections

15 per academic year

6. Place of Program in Curriculum/Similar Programs

This degree will remain a part of our Liberal Arts & Science family of programs.

7. Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

The Liberal Arts & Sciences: Arts and Humanities AA courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation. Students will also learn to value aesthetic understanding and incorporate these concepts when constructing value judgments.

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: 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	3.0	Elective	-
Arts Course	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
<u>Kinesiology (Area 7).</u>	<u>1.0</u>	<u>General Education</u>	-
Health (Area 8)	3.0	General Education	
Kinesiology (Area 7) <u>AD Elective</u>	1.0 <u>3.0</u>	General Education <u>Elective</u>	

Term 2 - Spring

Units: 15.0

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

<u>MATH 47 (Area 2)</u>	<u>3.0</u>	<u>General Education</u>	-
Social and Behavioral Sciences (Area 4)	3.0	General Education	
American Institutions (Area 9)	3.0	General Education	-
MATH 47 (Area 2)	3.0	General Education	

Term 3 - Fall

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts Course	3.0	Major/Required	
Humanities Course	3.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
AD Elective	7.0	Elective	

Term 4 - Spring

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts and Humanities (Area 3)	3.0	General Education	
Arts or Humanities Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	7.0	Elective	Summer

Total: 60.0

Program Modification: Liberal Arts & Sciences: Business - Associate of Arts Degree (Launched)
compared with
Liberal Arts & Sciences: Business - Associate of Arts Degree (Active - Implemented 08-15-2026)

Rationale**TOP Code**

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

The Liberal Arts & Sciences: Business AA is designed to prepare the students to enter the workforce prepared with an associate degree. The curriculum allows student to develop an appreciation of the beauty and values that have shaped and enriched our culture. This program prepares students in analytical thinking, critical analysis, group collaboration, and effective communication.

2. Catalog Description

The Liberal Arts and Sciences: Business AA courses emphasize the integration of theory and practice within the field of business. Students will develop the ability to effectively manage and lead organizations. Students will demonstrate an understanding of the place of business within the global economy. Students will critically apply ethical standards to business practices and decisions.

3. Program Requirements

Course	Title	Units	Term
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*Required Core: Select at least 18 units
from below with at least 3 units from two
disciplines (18-20 units)*

BUSN 1A	Financial Accounting	4.0
BUSN 1B	Managerial Accounting	4.0
BUSN 18	Business Law	3.0
BUSN 20	International Business	3.0
BUSN 30	Business Ethics and Society	3.0
BUSN 33	The Fundamentals of Personal and Family Financial Planning	3.0
BUSN 40	Introduction to Business	3.0
BUSN 45	Entrepreneurship	3.0
BUSN 48	Human Relations in Organizations	3.0
BUSN 51	Accounting for Small Businesses	3.0
BUSN 52	Business Communications	3.0
BUSN 56	Introduction to Management	3.0
BUSN 58	Small Business Management	3.0
BUSN 61	Quickbooks Accounting	2.0
BUSN 65	Federal Income Tax Accounting	3.0
BUSN 86	Management Strategies & Dilemmas	3.0
BUSN 87	Organizational Management and Leadership	3.0
BUSN 88	Human Resources Management	3.0
ECON 10	General Economics	3.0
ECON C2001	Principles of Microeconomics	3.0
ECON C2002	Principles of Macroeconomics	3.0
MKTG 50	Introduction to Marketing	3.0
MKTG 56	Marketing Strategies	3.0
MKTG 61	Professional Selling	3.0

Total Units in the Area of Emphasis

18.0-20.0

*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

40.0-42.0

pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Master Planning

This local 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.

5. Enrollment and Completer Projections

15 per academic year

6. Place of Program in Curriculum/Similar Programs

This degree will remain a part of our Liberal Arts & Science family of programs.

7. Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

The Liberal Arts and Sciences: Business AA courses emphasize the integration of theory and practice within the field of business. Students will develop the ability to effectively manage and lead organizations. Students will demonstrate an understanding of the place of business within the global economy. Students will critically apply ethical standards to business practices and decisions.

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
Business Course	3.0	Major/Required	
AD Elective	3.0	Elective	
English Composition (Area 1A)	3.0	General Education	
STAT C1000 (Area 2)	4.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Economics or Marketing Course	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
American Institutions (Area 9)	3.0	General Education	
Health (Area 8)	3.0	General Education	

Term 3 - Fall**Units: 16.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Business or Economics or Marketing Courses	6.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Humanities (Area 3)	3.0	General Education	
AD Elective	4.0	Elective	

Term 4 - Spring

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Business or Economics or Marketing Courses	6.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	6.0	Elective	

Total: 60.0

Program Modification: Liberal Arts & Sciences: Computer Studies - Associate of Arts Degree (Launched)

compared with

Liberal Arts & Sciences: Computer Studies - Associate of Arts Degree (Active - Implemented 08-15-2026)**Rationale****TOP Code**

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

The Liberal Arts & Sciences: Computer Studies AA is designed to prepare the students to enter the workforce prepared with an associate degree. The curriculum allows student to develop an appreciation of the beauty and values that have shaped and enriched our culture. This program prepares students in analytical thinking, critical analysis, group collaboration, and effective communication.

2. Catalog Description

The Liberal Arts & Sciences: Computer Studies AA courses emphasize the integration of theory and practice within the field of computer applications, computer networking, and computer science. Students will develop the ability to effectively use computer applications, manage and maintain networks, and develop software applications. Students will demonstrate an understanding of the place of technology within the global economy. Students will critically evaluate the impact of technology on the workplace, on their lives, and on society as a whole.

3. Program Requirements

Course	Title	Units	Term
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Required Core: Select at least 18 units
from below with at least 3 units from each
discipline (18-20)

CIS 7	Introduction to Programming Concepts and Methodologies	3.0
CIS 10	Business Data Analytics	3.0
CIS 11	Data Visualization Tools	3.0
CIS 43/CNT 43/CS 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 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 66/CNT 52	Networking Fundamentals	3.0
CIS 88A	Introduction to Microsoft Word	1.5
CIS 88B	Adv Microsoft Word	1.5
CIS 89A	Desktop Presentation	1.0
CIS 92	Web: PHP Programming, MySQL	3.0
CIS 9002	Introduction to Database Management <u>Database Design and SQL Programming</u>	3.0
CNT 51	CompTIA's A+ Certification Computer Technician	4.0
CNT 55	Windows Server Installation, Storage, and Compute	3.0
CNT 56	Networking with Windows Server	3.0
CNT 68	Digital Forensics Fundamentals	3.0
CNT 69	Network Security; CompTIA Security + Certification	3.0
CNT 7285	Cloud Infrastructure: CompTIA Cloud+ Certification <u>Cloud Computing: CompTIA Cloud+ Certification</u>	3.0
CNT 7401/CS 41	Red Hat Linux Administration I	3.0
CNT 7402/CS 3	Red Hat Linux Administration II	3.0
CNT 7501	Ethical Hacking	3.0
CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0

CNT 8002	Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)	3.0
CNT 8003	Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)	3.0
CS 1	Computing Fundamentals I	4.0
CS 2	Computing Fundamentals II	4.0
CS 4	Introduction to Artificial Intelligence	3.0
CS 5	Introduction to Machine Learning	3.0
CS 7	Introduction to Computer Programming Concepts	3.0
CS 20	Advanced Programming with Data Structures/C++	4.0
CS 21	Computer Organization and Assembly Language Programming	4.0
CS 31	Java Programming	4.0
CS 45	Database Programming	4.0
CS 47	Capstone Project	3.0

Total Units in the Area of Emphasis

18.0-20.0

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.

40.0-42.0

Total: 60.0

4. Master Planning

This local 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.

5. Enrollment and Completer Projections

15 per academic year.

6. Place of Program in Curriculum/Similar Programs

This program will remain part of the Liberal Arts & Sciences family of programs.

7. Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

The Liberal Arts & Sciences: Computer Studies AA courses emphasize the integration of theory and practice within the field of computer applications, computer networking, and computer science. Students will develop the ability to effectively use computer applications, manage and maintain networks, and develop software applications. Students will demonstrate an understanding of the place of technology within the global economy. Students will critically evaluate the impact of technology on the workplace, on their lives, and on society as a whole.

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: 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	General Education	
AD Elective	3.0	Elective	
Computer Studies Course	3.0	Major/Required	
Health (Area 8)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring

Units: 15.0-16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Computer Studies Course	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Social and Behavioral Sciences	3.0	General Education	

(Area 4)		
American Institutions (Area 9)	3.0	General Education
STAT C1000 or MATH 47 (Area 2)	3.0 - 4.0	General Education

Term 3 - Fall

Units: 16.0-15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Computer Studies Courses	6.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
AD Elective	4.0 - 3.0	Elective	

Term 4 - Spring

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Computer Studies Courses	6.0	Major/Required	
AD Elective	7.0	Elective	
Ethnic Studies (Area 6)	3.0	General Education	

Total: 60.0

Program Modification: Liberal Arts & Sciences: Health and Wellness - Associate of Arts Degree (Launched)

compared with

Liberal Arts & Sciences: Health and Wellness - Associate of Arts Degree (Active - Implemented 08-15-2026)

Rationale

This is the only area of GE not covered in a Liberal Arts and Sciences degree. Chabot has a similar degree.

TOP Code

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

The Liberal Arts & Sciences: Health and Wellness AA is local program designed to prepare the students to enter the workforce prepared with an associate degree.

2. Catalog Description

The Liberal Arts & Sciences: Health and Wellness AA program gives students a broad study in health, physical activity, and nutrition. Courses emphasize the importance of living a healthy lifestyle and principles of wellness.

3. Program Requirements

Course	Title	Units	Term
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*Required Core: Select at least 18 units
from below with at least 3 courses taken
from Physical Activity and 3 courses from
Wellness (18-19 Units)*

Physical Activity		-
DANC 1	Introduction to Dance	1.0
DANC 2A	Jazz Dance Fundamentals/Beginning	1.0
DANC 2B	Jazz Dance Beginning/Intermediate	1.0
DANC 3A	Ballet Fundamentals/Beginning	1.0
DANC 4A	Modern/Contemporary Dance A	1.0
DANC 4B	Modern/Contemporary Dance B	1.0
DANC 5A	Dance Composition Fundamentals/Beginning	1.0
DANC 6A	Choreography for the Stage Fundamentals/Beginning	2.0
DANC 6B	Choreography for the Stage Beginning/Intermediate	2.0
FST 7	Fire Service Conditioning & Physical Agility Development	1.0
KIN AF1	Aerobic Fitness 1	1.0
KIN AR1	Archery 1 - Beginning Archery	1.0
KIN AR2	Archery 2 - Intermediate Archery	1.0
KIN BD1	Badminton 1	1.0
KIN BD2	Badminton 2	1.0
KIN BD3	Badminton 3	1.0
KIN BL1	Bowling 1	1.0
KIN BL2	Bowling 2	1.0
KIN BL3	Bowling 3	1.0
KIN BL4	Bowling 4	1.0
KIN DA1	Dance Aerobics 1	1.0
KIN FG1	Footgolf 1	1.0
KIN FG2	Footgolf 2	1.0
KIN FG3	Footgolf 3	1.0
KIN FJW1	Fitness Jog Walk 1	1.0
KIN FJW2	Fitness Jog Walk 2	1.0
KIN FJW3	Fitness Jog Walk 3	1.0
KIN FJW4	Fitness Jog Walk 4	1.0
KIN GBW1	Guts and Butts Workout 1	1.0
KIN GBW2	Guts and Butts Workout 2	1.0
KIN GBW3	Guts and Butts Workout 3	1.0
KIN GBW4	Guts and Butts Workout 4	1.0
KIN GF1	Golf 1	1.0
KIN GF2	Golf 2	1.0
KIN GF3	Golf 3	1.0

KIN PIC1	Pickleball 1	1.0
KIN PIC2	Pickleball 2	1.0
KIN PIC3	Pickleball 3	1.0
KIN PIC4	Pickleball 4	1.0
KIN PL1	Pilates 1	1.0
KIN PL2	Pilates 2	1.0
KIN SBV1	Beginning Soccer Beach Volleyball	1.0
KIN SBV2	Intermediate Soccer Beach Volleyball	1.0
KIN SBV3	Advanced Soccer Beach Volleyball	1.0
KIN SI1	Soccer - Indoor 1	1.0
KIN SI2	Soccer - Indoor 2	1.0
KIN SO1	Soccer - Outdoor 1	1.0
KIN SO2	Soccer - Outdoor 2	1.0
KIN SW1	Swimming 1	1.0
KIN SW2	Swimming 2	1.0
KIN SW3	Swimming 3	1.0
KIN SW4	Swimming 4	1.0
KIN SWF1	Swimming for Fitness 1	1.0
KIN SWF2	Swimming for Fitness 2	1.0
KIN SWF3	Swimming for Fitness 3	1.0
KIN SWF4	Swimming for Fitness 4	1.0
KIN VB1	Volleyball Beginning	1.0
KIN VB2	Volleyball Intermediate	1.0
KIN VB3	Volleyball Advanced	1.0
KIN WT1	Weight Training 1	1.0
KIN WT2	Weight Training 2	1.0
KIN WTW1	Women's Weight Training 1	1.0
KIN WTW2	Women's Weight Training 2	1.0
KIN YIN1	Yin Yoga 1	1.0
KIN YO1	Yoga 1	1.0
KIN YO2	Yoga 2	1.0
KIN YO3	Yoga 3	1.0
KIN YO4	Yoga 4	1.0
KIN ZUM1	Zumba Fitness Workout 1	1.0
KIN 32A	Fall Intercollegiate Men's Basketball	3.0
KIN 32B	Spring Intercollegiate Men's Basketball	1.0-2.0
KIN 32C	Off Season Intercollegiate Men's Basketball	1.0-2.0
KIN 33	Men's & Women's Intercollegiate Cross Country	1.0-3.0
KIN 37A	Pre-Season Intercollegiate Men's Volleyball	1.0-2.0
KIN 37B	Intercollegiate Men's Volleyball	1.0-2.0
KIN 37C	Off Season Intercollegiate Men's Volleyball	1.0-2.0
KIN 38A	Pre-Season Intercollegiate Men's Soccer	1.0-2.0
KIN 38B	Intercollegiate Men's Soccer	3.0

KIN 38C	Post Season Intercollegiate Men's Soccer	1.0-2.0
KIN 40A	Pre-Season Intercollegiate Women's Volleyball	1.0
KIN 40B	Intercollegiate Women's Volleyball	1.0-3.0
KIN 40C	Off Season Intercollegiate Women's Volleyball <u>Post Season Intercollegiate Women's Volleyball</u>	1.0-2.0
KIN 41A	Pre-Season Intercollegiate Women's Basketball	1.0-2.0
KIN 41B	Fall Intercollegiate Women's Basketball	1.5
KIN 41C	Spring Intercollegiate Women's Basketball	1.5
KIN 41D	Off Season Intercollegiate Women's Basketball	<u>1.0-2.0</u>
<u>KIN 43A</u>	<u>Pre-Season Intercollegiate Women's Beach Volleyball</u>	<u>1.0-2.0</u>
<u>KIN 43B</u>	<u>Intercollegiate Women's Beach Volleyball</u>	<u>3.0</u>
<u>KIN 43C</u>	<u>Off Season Intercollegiate Women's Beach Volleyball</u>	1.0-2.0
KIN 44A	Pre-Season Intercollegiate Women's Badminton	1.0-2.0
KIN 44B	Intercollegiate Women's Badminton	1.0-3.0
KIN 44C	Off Season Intercollegiate Women's Badminton	1.0-2.0
KIN 48A	Pre-Season Intercollegiate Women's Soccer	1.0-2.0
KIN 48B	Intercollegiate Women's Soccer	3.0
KIN 48C	Off Season Intercollegiate Women's Soccer	1.0-2.0
KIN 50A	Pre-Season Intercollegiate Swimming & Diving	1.0-2.0
KIN 50B	Intercollegiate Swimming & Diving	3.0
KIN 60	Intercollegiate Water Polo-- <u>Men's Intercollegiate Men's Water Polo</u>	3.0
KIN 61A	Pre-Season Intercollegiate Water Polo	0.5-2.0
KIN 61B	Off Season Intercollegiate Water Polo	0.5-2.0
KIN 65	Intercollegiate Water Polo-- <u>Women's Intercollegiate Women's Water Polo</u>	3.0
Wellness		-
ECE 54	Child Health, Safety and Nutrition	3.0
HEA 1	Introduction to Personal Health	3.0
HEA 3	Women's Health	3.0
HEA 7	Introduction to Public Health	3.0
HEA 11	Health and Social Justice	3.0
KIN 1/NTRN 5	Sports Nutrition	3.0
KIN 6	Personal Trainer	3.5
KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED	3.0
KIN 17	Introduction to Athletic Training and Sports Medicine	4.0
KIN 19	Care and Prevention of Athletic Injuries	3.0
KIN 24	Sport Psychology	3.0

KIN 30	Introduction to Kinesiology	3.0
NTRN 1	Introduction to Nutrition Science	3.0
NTRN 10	Perspectives in Cultural Nutrition	3.0
PSYC 10	Psychology of Human Sexuality	3.0

Total Units in the Area of Emphasis

18.0-19.0

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.

Total: 60.0

4. Master Planning

This local 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.

5. Enrollment and Completer Projections

15 per academic year.

6. Place of Program in Curriculum/Similar Programs

This program will remain part of the Liberal Arts & Sciences family of programs.

7. Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

The Liberal Arts & Sciences: Health and Wellness AA program gives students a broad study in health, physical activity, and nutrition. Courses emphasize the importance of living a healthy lifestyle and principles of wellness.

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
Wellness Course	3.0	Major/Required	
Physical Activity Course	1.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
AD Elective	5.0	Elective	

Term 2 - Spring

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Wellness Course	3.0	Major/Required	
Physical Activity Course	1.0	Major/Required	
MATH 47 (Area 2)	4.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
AD Elective	4.0	Elective	

Term 3 - Fall**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	5.0	Elective	
Wellness Course	3.0	Major/Required	
Physical Activity Course	1.0	Major/Required	
American Institutions (Area 9)	3.0	General Education	
Humanities (Area 3)	3.0	General Education	

Term 4 - Spring**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Wellness or Physical Activity Courses	6.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Natural Sciences (Area 5)	3.0	General Education	
AD Elective	3.0	Elective	

Total: 60.0

Program Modification: Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree (Launched)

compared with

Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree (Active - Implemented 08-15-2026)

Rationale**TOP Code**

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

The Liberal Arts & Sciences: Language Arts and Communication AA is designed to prepare the students to enter the workforce prepared with an associate degree. The curriculum allows student to develop an appreciation of the beauty and values that have shaped and enriched our culture. This program prepares students in analytical thinking, critical analysis, group collaboration, and effective communication.

2. Catalog Description

The Liberal Arts and Sciences: Language Arts and Communication AA courses emphasize the content of communication, as well as the form and should provide an understanding of the psychological basis and social significance of communication. Students will be able to assess communication as the process of human symbolic interaction. Students will also develop skills in the areas of reasoning and advocacy, organization, reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analytical and critical evaluation, being able to reason inductively and deductively, enabling them to make important decisions regarding their own lives and society at large.

3. Program Requirements

Course	Title	Units	Term
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Required Core: Select at least 18 units
from below with at least 3 units from 2
disciplines (18-22 units)

ASL 1A	American Sign Language I	3.0
ASL 1B	American Sign Language II	3.0
ASL 2A	American Sign Language III	3.0
ASL 2B	American Sign Language IV	3.0
COMM C1000	Introduction to Public Speaking	3.0
CMST 2	Oral Interpretation of Literature	3.0
CMST 3	Group Communication	3.0
CMST 4	Introduction to Communication Studies	3.0
CMST 10	Interpersonal Communication	3.0
CMST 11	Intercultural Communication	3.0
CMST 46	Argumentation and Debate	3.0
CMST 48	Activities in Forensics	1.0-4.0
ENG	Critical Thinking and Writing about	3.0
4 COMM C1000	Literature <u>Introduction to Public Speaking</u>	<u>3.0</u>
<u>COMM</u> <u>C1004</u>	<u>Interpersonal Communication</u>	3.0
ENG 11	Introduction to Creative Writing	3.0
ENG 12A	Craft of Writing Fiction	3.0
ENG 12B	Craft of Writing Fiction: Intermediate	3.0
ENG 12C	Craft of Writing Fiction: Advanced	3.0
ENG 13A	The Craft of Writing Poetry: Beginning	3.0
ENG 13B	The Craft of Writing Poetry: Intermediate	3.0
ENG 19A/JAMS 19A	Journal of Arts and Literature A	3.0
ENG 19B/JAMS 19B	Journal of Arts and Literature B	3.0
ENG 20	Studies in Shakespeare	3.0
ENG 32	U.S. Women's Literature	3.0
ENG 35	Modern American Literature	3.0
ENG 41	Modern World Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
ENG 44	Literature of the American West	3.0
ENG 45	Studies in Fiction	3.0
ENGL C1000	Academic Reading and Writing	3.0
ENGL C1001	Critical Thinking and Writing	<u>3.0</u>

<u>ENGL C1003</u>	<u>Critical Thinking and Writing through Literature</u>	<u>4.0</u>	
ESL 23	Advanced Grammar	3.0	
ESL 24	Advanced Reading and Composition I	6.0	
ESL 25	Advanced Reading and Composition II	6.0	
ESL 26	Advanced Editing	3.0	
FREN 1A	Beginning French	5.0	
FREN 1B	Elementary French	5.0	
JAMS 2	Introduction to Media	3.0	
JAMS 3	Introduction to Public Relations	3.0	
JAMS 11	Introduction to Reporting and Newswriting	3.0	
JAMS 12/PHTO 72	Introduction to Photojournalism	3.0	
JAMS 21A	Express College Newspaper A	3.0	
JAMS 21B	Express College Newspaper B	3.0	
JAMS 21C	Express College Newspaper C	3.0	
JAMS 21D	Express College Newspaper D	3.0	
JAMS 22	Express Editorial Board	1.0	
JAMS 23	Digital Storytelling	3.0	2nd
JAMS 24A	Naked Magazine: College Magazine A	3.0	
JAMS 24B	Naked Magazine: College Magazine B	3.0	
SPAN 1A	Beginning Spanish	5.0	
SPAN 1B	Elementary Spanish	5.0	
SPAN 2A	Intermediate Spanish I	4.0	
SPAN 2B	Intermediate Spanish II	4.0	
SPAN 21	Spanish for Spanish Speakers I	5 4.0	
SPAN 22	Spanish for Spanish Speakers II	5.0	
SPAN 23	Introduction to Hispanic Literature	3 4.0	

Total Units in the Area of Emphasis

18.0-22.0

General Education and Electives

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

38.0-42.0

adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Master Planning

This local 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.

5. Enrollment and Completer Projections

15 per academic year.

6. Place of Program in Curriculum/Similar Programs

This program will remain part of the Liberal Arts & Sciences family of programs.

7. Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

The Liberal Arts and Sciences: Language Arts and Communication AA courses emphasize the content of communication, as well as the form and should provide an understanding of the psychological basis and social significance of communication. Students will be able to assess communication as the process of human symbolic interaction. Students will also develop skills in the areas of reasoning and advocacy, organization, reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analytical and critical evaluation, being able to reason inductively and deductively, enabling them to make important decisions regarding their own lives and society at large.

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: 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Language Arts & Communication Course	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Health (Area 8)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	
AD Elective	3.0	Elective	

Term 2 - Spring

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Language Arts & Communication Course	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
American Institutions (Area 9)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
MATH 47 (Area 2)	3.0	General Education	

Term 3 - Fall

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	4.0	Elective	
Arts and Humanities (Area 3)	3.0	General Education	
Natural Sciences (Area 5)	3.0	General Education	
Language Arts & Communication Courses	6.0	Major/Required	

Term 4 - Spring

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Language Arts & Communication Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	10.0	Elective	

Total: 60.0

Program Modification: Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree (Launched)

compared with

Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree (Active - Implemented 08-15-2026)

Rationale**TOP Code**

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

The Liberal Arts & Sciences: Mathematics and Science AA is designed to prepare the students to enter the workforce prepared with an associate degree. The curriculum allows student to develop an appreciation of the beauty and values that have shaped and enriched our culture. This program prepares students in analytical thinking, critical analysis, group collaboration, and effective communication.

2. Catalog Description

The Liberal Arts & Sciences: Mathematics and Science AA courses emphasize the natural sciences, which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.

3. Program Requirements

Course	Title	Units	Term
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Required Core: Select at least 18 units
from below with at least 6 units from
Science and 3 units from Mathematics
(18-21 units)

Mathematics	-	
MATH 1 <u>C2210</u>	Calculus I <u>Calculus I: Early Transcendentals</u>	5.0
MATH 2 <u>C2220</u>	Calculus II <u>Calculus II: Early Transcendentals</u>	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
MATH 7	Elementary Linear Algebra	3.5
MATH 10 <u>/CS</u> <u>17</u>	Discrete Mathematical Structures	4.0
MATH 21	Precalculus	4.0
MATH 27	Number Systems for Educators	3.0
MATH 33	Finite Mathematics	4.0
MATH 34	Business Calculus	4.0
MATH 39	Trigonometry	4.0
MATH 47	Mathematics for Liberal Arts	3.0
STAT C1000	Introduction to Statistics	4.0
	-	
Science	-	
ANTR 1	Biological Anthropology	3.0
ANTR 1L	Biological Anthropology Laboratory	1.0
ANTR 2L	Archaeology Field Laboratory	1.0
ANTR 13	Introduction to Forensic Anthropology	3.0
ASTR 30L ASTR 31	Introduction to Astronomy Laboratory Introduction to Astronomy: The Solar System	1.0 3.0
ASTR 32	Introduction to Astronomy: Stars and the Universe	3.0
<u>ASTR</u> <u>C1001L</u>	<u>Introduction to Astronomy Lab</u>	<u>1.0</u>
BIO 1C	Cell and Molecular Biology	5.0
BIO 1R	Organismal Biology	5.0
BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
BIO 7C	Microbiology	5.0
BIO 10	Introduction to the Science of Biology	4.0
BIO 20	Contemporary Human Biology	3.0
BIO 30	Introduction to College Biology	4.0
BIO 40	Humans and the Environment	3.0
BIO 50	Anatomy and Physiology	4.0

BIO 60	Marine Biology	4.0
BIO 70	Field Biology	3.0
<u>BIOL C1000</u>	<u>Introduction to Biology with Lab</u>	<u>4.0</u>
CHEM 1A	General College Chemistry I	5.0
CHEM 1B	General College Chemistry II	5.0
CHEM 6	Environmental Chemistry	4.0
CHEM 12A	Organic Chemistry I	5.0
CHEM 12B	Organic Chemistry II	5.0
CHEM 30A	Introductory and Applied Chemistry I	4.0
CHEM 30B	Introductory and Applied Chemistry II	4.0
CHEM 31	Introduction to College Chemistry	4.0
EVST 5	Energy and Sustainability	3.0
EVST 5L	Energy and Sustainability Laboratory	1.0
GEOG 1	Introduction to Physical Geography	3.0
GEOG 1L	Introduction to Physical Geography Laboratory	1.0
GEOG 8	Introduction to Atmospheric Science	3.0
GEOG 12	Geography of California	3.0
GEOL 1	Physical Geology	3.0
GEOL 1L	Physical Geology Laboratory	1.0
GEOL 2	Historical Geology	4.0
GEOL 5	Environmental Geology: Hazards & Disasters	3.0
GEOL 7	Environmental Geology: Resources, Use Impact & Pollution	3.0
GEOL 12	Introduction to Oceanography	3.0
GEOL 12L	Introduction to Oceanography Laboratory	1.0
GEOL 13	Introduction to Climate Science	3.0
GEOL 20	Earth Science for Educators	4.0
PHYS 1A	General Physics I	5.0
PHYS 1B	General Physics II	5.0
PHYS 1C	General Physics III	5.0
PHYS 1D	General Physics IV	3.0
PHYS 2A	Introduction to Physics I	4.0
PHYS 2B	Introduction to Physics II	4.0
PHYS 10	Descriptive Physics	3.0
PHYS 10L	Descriptive Physics Laboratory	1.0
PSYC 4	Brain, Mind, and Behavior	3.0

Total Units in the Area of Emphasis

18.0-21.0

Additional General Education and Elective

Units

See the Las Positas College General
Education (LPC-GE) pattern or the
California General Education Transfer

39.0-42.0

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.

Total: 60.0

4. Master Planning

This local 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.

5. Enrollment and Completer Projections

15 per academic year.

6. Place of Program in Curriculum/Similar Programs

This program will remain part of the Liberal Arts & Sciences family of programs.

7. Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

The Liberal Arts & Sciences: Mathematics and Science AA courses emphasize the natural sciences, which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world’s civilizations.

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
Mathematics Course in Program	3.0 - 6.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	

Oral Communication and Critical Thinking (Area 1B)	3.0	General Education
AD Elective	5.0 - 2.0	Elective
Kinesiology (Area 7)	1.0	General Education

Term 2 - Spring

Units: 15.0-17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	6.0 - 3.0	Elective	
Science course in Program	3.0 - 5.0	Major/Required	
Math or Science course in program	3.0 - 6.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 3 - Fall

Units: 15.0-13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	6.0 - 1.0	Elective	
Math or Science Course in Program	3.0 - 6.0	Major/Required	
American Institutions (Area 9)	3.0	General Education	
Humanities (Area 3)	3.0	General Education	

Term 4 - Spring

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	6.0 - 3.0	Elective	
Math or Science Course in Program	3.0 - 6.0	Major/Required	

Ethnic Studies (Area 6)	3.0	General Education
Health (Area 8)	3.0	General Education

Total: 60.0

Program Modification: Liberal Arts & Sciences: Social and Behavioral Sciences - Associate of Arts Degree (Launched)

compared with

Liberal Arts & Sciences: Social and Behavioral Sciences - Associate of Arts Degree (Active - Implemented 08-15-2026)

Rationale**TOP Code**

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

The Liberal Arts & Sciences: Social and Behavioral Sciences AA is designed to prepare the students to enter the workforce prepared with an associate degree. The curriculum allows student to develop an appreciation of the beauty and values that have shaped and enriched our culture. This program prepares students in analytical thinking, critical analysis, group collaboration, and effective communication.

2. Catalog Description

The Liberal Arts & Sciences: Social and Behavioral Sciences AA courses emphasize the perspective, concepts, theories and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the Social and Behavioral Sciences. Students will study about themselves and others as members of a larger society. Topics and discussion to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate.

3. Program Requirements

Course	Title	Units	Term
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*Required Core: Select at least 18 units
from below with at least 3 units from 3
disciplines (18-20 Units)*

AJ 50	Introduction to Administration of Justice	3.0
AJ 54	Investigative Report Writing	3.0
AJ 55	Introduction to Correctional Science	3.0
AJ 59	Child Abuse in the Community	3.0
AJ 60	Criminal Law	3.0
AJ 61	Evidence	3.0
AJ 63	Criminal Investigation	3.0
AJ 64	Police Patrol Operations	3.0
AJ 66	Juvenile Procedures	3.0
AJ 68	Police Ethics and Leadership	3.0
AJ 70	Community Relations	3.0
AJ 89	Family Violence	3.0
ANTR 1	Biological Anthropology	3.0
ANTR 2	Introduction to Archaeology	3.0
ANTR 3	Cultural Anthropology	3.0
ANTR 4	Language and Culture	3.0
ANTR 7	Native American Cultures of North America	3.0
ANTR 8	World Prehistory in an Archaeological Perspective	3.0
ANTR 12	Magic/Religion/Witchcraft/Healing	3.0
ANTR 13	Introduction to Forensic Anthropology	3.0
ECE 10	Introduction to Education	3.0
ECE 40	Social and Emotional Foundations for Early Learning	3.0
ECE 54	Child Health, Safety and Nutrition	3.0
ECE 56	Child Growth and Development	3.0
ECE 60	Introduction to the Young Child with Exceptional Needs	3.0
ECE 61	Literature for the Young Child	3.0
ECE 62	Child, Family and Community	3.0
ECE 74	Child Guidance	2.0
ECE 79	Teaching in a Diverse Society	3.0
ECON C2001	Principles of Microeconomics	3.0
ECON C2002	Principles of Macroeconomics	3.0
ECON 10	General Economics	3.0
ENG 44	Literature of the American West	3.0
ETHS 10	Introduction to African American and Black Studies	3.0
ETHS 20	Introduction to Asian American Studies	3.0
ETHS 30	Introduction to Chicanx and Latinx Studies	3.0

GEOG 2	Cultural Geography	3.0
GEOG 5	World Regional Geography	3.0
GEOG 12	Geography of California	3.0
GS 1/SOC 5	Introduction to Global Studies	3.0
GS 2	Political, Economic, and Cultural Globalization	3.0
HEA 1	Introduction to Personal Health	3.0
HEA 3	Women's Health	3.0
HEA 7	Introduction to Public Health	3.0
HEA 11	Health and Social Justice	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HIST 3	World History to 1500	3.0
HIST 4	World History since 1500	3.0
HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
HIST 28	History of American West	3.0
HIST 32	U.S. Women's History	3.0
HIST C1001	United States History to 1877	3.0
HIST C1002	United States History since 1865	3.0
JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0
LGBT 1	Introduction to LGBTQ Studies	3.0
LGBT 2	Lesbian, Gay, Bisexual, Transgender, and Queer Psychology	3.0
LGBT 3	Transgender Lives	3.0
NTRN 10	Perspectives in Cultural Nutrition	3.0
PCN 5	Introduction to Social Work and Human Services	3.0
PCN 13	Cultural Identity and Diversity in Social Work and Human Services	3.0
POLI 12	Introduction to California State and Local Government	3.0
POLI 20	Comparative Government	3.0
POLI 25	Introduction to Political Theory	3.0
POLI 30	International Relations	3.0
POLS C1000	American Government and Politics	3.0
PSYC 3	Introduction to Social Psychology	3.0
PSYC 4	Brain, Mind, and Behavior	3.0
PSYC 6	Abnormal Psychology	3.0
PSYC 10	Psychology of Human Sexuality	3.0
PSYC 12	Life-Span Psychology	3.0
PSYC 13	Psychology of Women	3.0
PSYC 15	Abnormal Child Psychology	3.0
PSYC 17	The Psychology of Sleep and Dreams	3.0

PSYC 21/ETHS 5	Psychology of Race and Identity	3.0
PSYC 25	Research Methods	4.0
PSYC 27	Introduction to Cognitive Science	3.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0
SOC 3/ETHS 6	Introduction to Race and Ethnicity	3.0
SOC 4	Marriage and Family Relations	3.0
SOC 6	Social Problems	3.0
SOC 7	Sociology of Sexuality	3.0
SOC 11	Sociology of Gender	3.0
SOC 12	Popular Culture	3.0
SOC 13	Research Methods	4.0
WMST 1	Introduction to Women's Studies	3.0
WMST 2	Global Perspective of Women	3.0

Total Units in the Area of Emphasis

18.0-20.0

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.

40.0-42.0

Total: 60.0

4. Master Planning

This local 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.

5. Enrollment and Completer Projections

15 per academic year.

6. Place of Program in Curriculum/Similar Programs

This program will remain part of the Liberal Arts & Sciences family of programs.

7. Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

The Liberal Arts & Sciences: Social and Behavioral Sciences AA courses emphasize the perspective, concepts, theories and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the Social and Behavioral Sciences. Students will study about themselves and others as members of a larger society. Topics and discussion to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate.

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: 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	General Education	
AD Elective	3.0	Elective	
Health (Area 8)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences Courses	6.0	Major/Required	
Oral Communication and Critical Thinking (Areas 1B)	3.0	General Education	
American Institutions (Area 9)	3.0	General Education	

STAT C1000 (Area 2)	4.0	General Education
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Term 3 - Fall
Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences Courses	6.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
AD Elective	3.0	Elective	

Term 4 - Spring
Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	10.0	Elective	

Total: 60.0



**Technical Program Revision: Marketing - Associate of Arts Degree (Launched)
compared with
Marketing - Associate of Arts Degree (Active - Implemented 08-15-2026)**

Rationale

TOP Code

0509.00 - Marketing and Distribution*

CIP Code

52.1401 - Marketing/Marketing Management, General

1. Statement of Program Goals and Objectives

~~This degree is part of the Career Technical Education program and designed to prepare students for entry-level marketing positions. This degree provides students with an understanding of business operations, including determining the demand for products and services to be offered by a firm and the identification of appropriate target markets to construct a detailed marketing plan. By the end of the program, a student will be able to develop and implement marketing strategies, develop a comprehensive marketing plan, construct and implement a promotional program, and research and analyze consumer decision parameters.~~

This degree is part of the Career Technical Education program and designed to prepare students for entry-level marketing positions. This degree provides students with an understanding of business operations, including determining the demand for products and services to be offered by a firm and the identification of appropriate target markets to construct a detailed marketing plan. By the end of the program, a student will be able to develop and implement marketing strategies, develop a comprehensive marketing plan, construct and implement a promotional program, and research and analyze consumer decision parameters.

2. Catalog Description

~~The Marketing Associate of Arts degree provides students with entry-level career paths in marketing management, e-commerce, advertising and promotions, public relations, social media coordinator, sales, retail, and customer service. Marketing is a vital function of any business' operation. It explores customer perceptions and journeys as primary sources of profit. It also utilizes various data to make smart and insightful business decisions. Students will complete course work that emphasizes customer segmentation, marketing plans, management, marketing research, consumer behavior, customer service, sales, social media marketing, and marketing communication.~~

The Marketing Associate of Arts degree provides students with entry-level career paths in marketing management, e-commerce, advertising and promotions, public relations, social media coordinator, sales, retail, and customer service. Marketing is a vital function of any business's operation. It explores customer perceptions and journeys as primary sources of profit. It also utilizes various data to make smart and insightful business decisions. Students will complete course work that emphasizes customer segmentation, marketing plans, management, marketing research, consumer behavior, customer service, sales, social media marketing, and marketing communication.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (18 Units)

BUSN 18	Business Law	3.0	4th
BUSN 40	Introduction to Business	3.0	1st
BUSN 55	Business Mathematics	3.0	1st
MKTG 50	Introduction to Marketing	3.0	2nd
MKTG 56	Marketing Strategies	3.0	4th
MKTG 61	Professional Selling	3.0	3rd

List A: Select One (3-4 Units)

BUSN 1A	Financial Accounting	4.0	3rd
BUSN 51	Accounting for Small Businesses	3.0	3rd

List B: Select One (3 Units)

BUSN 48	Human Relations in Organizations	3.0	3rd
BUSN 52	Business Communications	3.0	3rd
COMM C1000	Introduction to Public Speaking	3.0	3rd

List C: Select One (3 Units)

ECON C2001	Principles of Microeconomics	3.0	2nd
ECON C2002	Principles of Macroeconomics	3.0	2nd
ECON 10	General Economics	3.0	2nd

List D: Select One (3 Units)

BUSN 45	Entrepreneurship	3.0	2nd
BUSN 58	Small Business Management	3.0	2nd
BUSN -86	Management Strategies & Dilemmas	3.0	2nd
BUSN 87	Organizational Management and Leadership	3.0	2nd

List E: Select from Below (3 Units)

BUSN 56	Introduction to Management	3.0	4th
WRKX 94	Occupational Work Experience/Internship	1.0-3.0	4th
WRKX 95	General Work Experience	1.0-3.0	4th

Total Units for the Major

33.0-34.0

Additional General Education and Electives

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

26.0-27.0

the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities

~~Entry-level career opportunities in marketing management, e-commerce, advertising and promotions, public relations, social media coordinator, sales, retail, marketing consultant, and customer service. Students can use their associates' degree in marketing as a stepping stone to further education or, if students feel adequately prepared, can jump straight into a marketing career.~~

Entry-level career opportunities in marketing management, e-commerce, advertising and promotions, public relations, social media coordinator, sales, retail, marketing consultant, and customer service. Students can use their associate degree in marketing as a stepping stone to further education or, if students feel adequately prepared, can jump straight into a marketing career.

5. Master Planning

~~This CTE program fits our Educational Master Plan strategies A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness." With the proliferation of smartphones, wearables, and other constantly connected devices, digital marketing remains a strong growth industry. The Bureau of Labor Statistics reports that advertising, promotions, and marketing managers should see an increased emphasis on digital marketing. The Bureau of Labor Statistics project steady job growth across other marketing industry professions. For example, employment of market research analysts is projected to increase by 23% from 2016 through 2026, which is much faster than the national average. An well-crafted, and effectively promoted, associate's degree in marketing should attract more students to attend Las Positas College and complete their studies to earn a marketing degree from Las Positas College.~~

This CTE program fits our Educational Master Plan strategies A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness." With the proliferation of smartphones, wearables, and other constantly connected devices, digital marketing remains a strong growth industry. The Bureau of Labor Statistics reports that advertising, promotions, and marketing managers should see an increased emphasis on digital marketing. The Bureau of Labor Statistics projects steady job growth across other marketing industry professions. For example, employment of market research analysts is projected to increase by 23% from 2016 through 2026, which is much faster than the national average. A well-crafted, and effectively promoted, associate's degree in marketing should attract more students to attend Las Positas College and complete their studies to earn a marketing degree from Las Positas College.

6. Enrollment and Completer Projections

~~The Business Discipline has awarded an average of 1 degree each year over the past three years. This the number could be increased by creating a clearer pathway to achieve this degree, as well as more effective promotion.~~

The Business Discipline has awarded an average of 1 degree each year over the past three years. This number could be increased by creating a clearer pathway to achieve this degree, as well as more effective promotion.

7. Place of Program in Curriculum/Similar Programs

This program will be placed in the Business family of programs at Las Positas College.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

~~The Marketing Associate of Arts degree provides students with entry-level career paths in marketing management, e-commerce, advertising and promotions, public relations, social media coordinator, sales, retail, and customer service. Marketing is a vital function of any business' operation. It explores customer perceptions and journeys as primary sources of profit. It also utilizes various data to make smart and insightful business decisions. Students will complete course work that emphasizes customer segmentation, marketing plans, management, marketing research, consumer behavior, customer service, sales, social media marketing, and marketing communication.~~

The Marketing Associate of Arts degree provides students with entry-level career paths in marketing management, e-commerce, advertising and promotions, public relations, social media coordinator, sales, retail, and customer service. Marketing is a vital function of any business's operation. It explores customer perceptions and journeys as primary sources of profit. It also utilizes various data to make smart and insightful business decisions. Students will complete course work that emphasizes customer segmentation, marketing plans, management, marketing research, consumer behavior, customer service, sales, social media marketing, and marketing communication.

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

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

Term 1 - Fall

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Health (Area 8)	3.0	General Education	
Natural Sciences (Area 5)	3.0	General Education	
English Composition (Area 1A)	3.0	General Education	

BUSN 55	Business Mathematics	3.0	Major/Required
BUSN 40	Introduction to Business	3.0	Major/Required

Term 2 - Spring

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MKTG 50	Introduction to Marketing	3.0	Major/Required	
List C Course		3.0	Major/Required	
List D Course		3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
STAT C1000 plus concurrent support		4.0	General Education	

Term 3 - Fall

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MKTG 61	Professional Selling	3.0	Major/Required	
List A Course		3.0 - 4.0	Major/Required	
List B Course		3.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
AD Elective		1.0 - 0.0	Elective	

Term 4 - Spring

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BUSN 18	Business Law	3.0	Major/Required	
MKTG 56	Marketing Strategies	3.0	Major/Required	
List E Course		3.0	Major/Required	

Ethnic Studies (Area 6)	3.0	General Education
American Institutions (Area 9)	3.0	General Education

Total: 60.0

Technical Program Revision: Marketing - Certificate of Achievement (16 to fewer than 30 units) (Launched)

compared with

Marketing - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)

Rationale

TOP Code

0509.00 - Marketing and Distribution*

CIP Code

52.1401 - Marketing/Marketing Management, General

1. Statement of Program Goals and Objectives

~~This Certificate of Achievement is part of the Career Technical Education program and designed to prepare students to pursue marketing opportunities. Prepares individuals to undertake and manage the process of developing both consumer and business markets and communicating product benefits to targeted market segments. Fulfills a portion of the Associate of Arts degree in Marketing.~~

This Certificate of Achievement is part of the Career Technical Education program and designed to prepare students to pursue marketing opportunities. It prepares individuals to undertake and manage the process of developing both consumer and business markets and communicating product benefits to targeted market segments. It also fulfills a portion of the Associate of Arts degree in Marketing.

2. Catalog Description

The Certificate in Marketing Management is designed for an entry-level understanding of marketing and business management. Students will complete course work that emphasizes customer segmentation, marketing plans, management marketing research, consumer behavior, customer service, sales, social media marketing, and marketing communication.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (12 Units)

BUSN 40	Introduction to Business	3.0	1st
MKTG 50	Introduction to Marketing	3.0	1st
MKTG 56	Marketing Strategies	3.0	2nd
MKTG 61	Professional Selling	3.0	1st

List A: Select One (3 Units)

BUSN 45	Entrepreneurship	3.0	2nd
BUSN 56	Introduction to Management	3.0	2nd
BUSN 58	Small Business Management	3.0	2nd
BUSN -86	Management Strategies & Dilemmas	3.0	2nd
BUSN 87	Organizational Management and Leadership	3.0	2nd

List B: Select from Below (3 Units)

BUSN 52	Business Communications	3.0	2nd
COMM C1000	Introduction to Public Speaking	3.0	2nd
WRKX 94	Occupational Work Experience/Internship	1.0-3.0	2nd
WRKX 95	General Work Experience	1.0-3.0	2nd

Total: 18.0

4. Career Opportunities

Entry-level career opportunities in marketing management, e-commerce, advertising and promotions, public relations, social media coordinator, sales, retail, marketing consultant, and customer service.

Students can use their certificate in marketing as a stepping stone to further education or, if students feel adequately prepared, can jump straight into a marketing career.

5. Master Planning

~~This CTE program fits our Educational Master Plan strategies A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness." With the proliferation of smartphones, wearables, and other constantly connected devices, digital marketing remains a strong growth industry. The Bureau of Labor Statistics reports that advertising, promotions, and marketing managers should see an increased emphasis on digital marketing. The Bureau of Labor Statistics project steady job growth across other marketing industry professions. For example, employment of market research analysts is projected to increase by 23% from 2016 through 2026, which is much faster than the national average. An well-crafted, and effectively promoted, associate's degree in marketing should attract more students to attend Las Positas College and complete their studies to earn a marketing degree from Las Positas College.~~

This CTE program fits our Educational Master Plan strategies A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness." With the proliferation of smartphones, wearables, and other constantly connected devices, digital marketing remains a strong growth industry. The Bureau of Labor Statistics reports that advertising, promotions, and marketing managers should see an increased emphasis on digital marketing. The Bureau of Labor Statistics projects steady job growth across other marketing industry professions. For example, employment of market research analysts is projected to increase by 23% from 2016 through 2026, which is much faster than the national average. A well-crafted, and effectively promoted, associate's degree in marketing should attract more students to attend Las Positas College and complete their studies to earn a marketing degree from Las Positas College.

6. Enrollment and Completer Projections

~~There were no new courses added to this certificate so enrollments in the individual courses will be strong. Completion rate projections are five certificates per year.~~

There were no new courses added to this certificate, so enrollments in the individual courses will be strong. Completion rate projections are five certificates per year.

7. Place of Program in Curriculum/Similar Programs

This program will be placed in the Business Discipline at Las Positas College.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Certificate in Marketing Management is designed for an entry-level understanding of marketing and business management. Students will complete course work that emphasizes customer segmentation, marketing plans, management marketing research, consumer behavior, customer service, sales, social media marketing, and marketing communication.

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

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

Term 1 - Fall

Units: 9.0

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

BUSN 40	Introduction to Business	3.0	Major/Required
MKTG 50	Introduction to Marketing	3.0	Major/Required
MKTG 61	Professional Selling	3.0	Major/Required

Term 2 - Spring
Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course		3.0	Major/Required	
List A Course		3.0	Major/Required	
MKTG 56	Marketing Strategies	3.0	Major/Required	

Total: 18.0

Technical Program Revision: Mathematics 2.0 - Associate in Science Degree for Transfer (Launched)

compared with

Mathematics 2.0 - Associate in Science Degree for Transfer (Active - Implemented 04-16-2026)

Rationale

Replaces the current Mathematics AS-T.

TOP Code

1701.00 - Mathematics, General

CIP Code

27.0101 - Mathematics, General

1. Statement of Program Goals and Objectives

The Associate in Science in Mathematics 2.0 for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Mathematics. The Associate in Science in Mathematics 2.0 for Transfer degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Mathematics.

2. Catalog Description

The Las Positas College Mathematics program offers courses that lead to an Associate in Science in Mathematics 2.0 for Transfer Degree. The major requirements for the Associate in Science in Mathematics 2.0 for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Mathematics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students will also have completed UC transfer pathway requirements for Mathematics majors. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

Program Title

Mathematics 2.0

Award Type

Associate in Science Degree for Transfer

Effective Term

Fall 2026

Fall 2027

Program Description

The Las Positas College Mathematics program offers courses that lead to an Associate in Science in Mathematics 2.0 for Transfer Degree. The major requirements for the Associate in Science in Mathematics 2.0 for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Mathematics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students will also have completed UC transfer pathway requirements for Mathematics majors. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term
<i>Required Core: (22 Units)</i>			
MATH 1 <u>C2210</u>	Calculus I <u>Calculus I: Early Transcendentals</u>	5.0	
MATH 2 <u>C2220</u>	Calculus II <u>Calculus II: Early Transcendentals</u>	5.0	
MATH 3	Multivariable Calculus	5.0	
MATH 5	Ordinary Differential Equations	3 <u>4</u> . 5 <u>0</u>	
MATH 7	Elementary Linear Algebra	3. 5 <u>0</u>	

List A; Select One (4-5 Units)

CS 1	Computing Fundamentals I	4.0	
PHYS 1A	General Physics I	5.0	

Total Units for the Major

26.0-27.0

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

33.0-34.0

course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

The Las Positas College Mathematics program offers courses that lead to an Associate in Science in Mathematics 2.0 for Transfer Degree. The major requirements for the Associate in Science in Mathematics 2.0 for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Mathematics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students will also have completed UC transfer pathway requirements for Mathematics majors. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

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

Term 1 - Fall

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1 <u>C2210</u> Calculus I <u>Calculus I: Early Transcendentals</u>	5.0	Major/Required	
Arts (Area 3A)	3.0	General Education	
English Composition (Area 1A)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 2 - Spring

Units: 15.0-16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2 <u>C2220</u> Calculus II <u>Calculus II: Early Transcendentals</u>	5.0	Major/Required	
List A Course	4.0 - 5.0	Major/Required	

Social and Behavioral Sciences (Area 4)	3.0	General Education
Critical Thinking and Composition (Area 1B)	3.0	General Education

Term 3 - Fall

Units: 14. ~~5~~ 0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 7 Elementary Linear Algebra	3.5 <u>3.0</u>	Major/Required	
MATH 3 Multivariable Calculus	5.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Humanities (Area 3B)	3.0	General Education	

Term 4 - Spring

Units: 17.0- 16. ~~5~~
~~15.5~~ 0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 5 Ordinary Differential Equations	3.5 <u>4.0</u>	Major/Required	
UC Elective	7.0 - 6.0	Elective	
Biological Science (Area 5B)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	

Total: 60.0



Technical Program Revision: Philosophy - Associate in Arts Degree for Transfer (Launched)
compared with
Philosophy - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Rationale

TOP Code

1509.00 - Philosophy

CIP Code

38.0101 - Philosophy

1. Statement of Program Goals and Objectives

~~Philosophy is an academic area of study concerned with knowledge, reality and values. The program for the Associate in Arts in Philosophy for Transfer degree exposes students to the great historical arguments on these issues, and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in Philosophy will learn the tools of argumentative analysis and conceptual critique. They will be expected to apply these reasoning skills both to historical philosophical ideals and toward their own creative solutions to age-old questions. The study of philosophy develops important skills of thinking, analysis, creativity, and communication that are useful for any field of employment or further study. The transfer degree is especially intended to assist students in transferring into the California State University System.~~

Philosophy is an academic area of study concerned with knowledge, reality and values. The program for the Associate in Arts in Philosophy for Transfer degree exposes students to the great historical arguments on these issues, and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in Philosophy will learn the tools of argumentative analysis and conceptual critique. They will be expected to apply these reasoning skills both to historical philosophical ideals and toward their own creative solutions to age-old questions. The study of philosophy develops important skills of thinking, analysis, creativity, and communication that are useful for any field of employment or further study. The transfer degree is especially intended to assist students in transferring into the California State University System.

2. Catalog Description

Philosophy is an academic area of study concerned with knowledge, reality and values. The program for the AA-T in Philosophy exposes students to the great historical arguments on these issues, and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in Philosophy will learn the tools of argumentative analysis and conceptual critique. They will be expected to apply these reasoning skills both to historical philosophical ideals and toward their own creative solutions to age-old questions. The study of philosophy develops important skills of thinking, analysis, creativity, and communication that are useful for any field of employment or further study. The transfer degree is especially intended to assist students in transferring into the California State University System. Because this is an Associate Degree for Transfer, the LPC GE requirements of American Institutions, Kinesiology, and Health do not apply and are not required of students earning this degree.

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

Program Title

Philosophy

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Fall 2027

Program Description

Philosophy is an academic area of study concerned with knowledge, reality and values. The program for the AA-T in Philosophy exposes students to the great historical arguments on these issues, and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in Philosophy will learn the tools of argumentative analysis and conceptual critique. They will be expected to apply these

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Program Requirements

Course	Title	Units	Term
<i>Required Core: (6-7 Units)</i>			
PHIL 1	God, Nature, Human Nature	3.0	
OR			
PHIL 2	Ethics	3.0	
PHIL 6	Introduction to Logic	3.0	
OR			
PHIL 8	Logic and Argumentation	4.0	
<i>List A: Select One (3 Units)</i>			
Any Required Core not already used*		3.0	
PHIL 3	Aesthetics	3.0	
PHIL 4	Introduction to Philosophy: Knowledge	3.0	
PHIL 5	Feminist Philosophy	3.0	
<i>List B: Select Two (6 Units)</i>			
Any List A course not already used*		3.0	
HIST 1	Western Civilization to 1600	3.0	
HIST 2	Western Civilization since 1600	3.0	
<i>List C: Select One (3 Units)</i>			
Any List A or B course not already used*		3.0	
HUMN 3	Introduction to Humanities	3.0	
HUMN 6	Nature and Culture	3.0	

HUMN 10	American Arts and Ideas	3.0
HUMN 28	World Mythology	3.0
RELS 1	Religions of the World	3.0
RELS 3	Introduction to Women's Spirituality	3.0

Total Units for the Major

18.0-19.0

*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.

*Students cannot take both PHIL 6 and
PHIL 8

-

Total: 60.0

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questions. The study of philosophy develops important skills of thinking, analysis, creativity, and communication that are useful for any field of employment or further study. The transfer degree is especially intended to assist students in transferring into the California State University System. Because this is an Associate Degree for Transfer, the LPC GE requirements of American Institutions, Kinesiology, and Health do not apply and are not required of students earning this degree.

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
PHIL 1	God, Nature, Human Nature	3.0	Major/Required	
OR				
PHIL 2	Ethics	3.0	Major/Required	
Arts (Area 3A)		3.0	General Education	
English Composition (Area 1A)		3.0	General Education	
AD Elective		6.0	Elective	

Term 2 - Spring

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
List C Course		3.0	Major/Required	
Oral Communication (Area 1C)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
MATH 47 (Area 2)		3.0	General Education	

Term 3 - Fall**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
PHIL 8 Logic and Argumentation	4.0	Major/Required	
List B Course	3.0	Major/Required	
Physical Science	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
AD Elective <u>CSU</u> <u>Elective</u>	2.0	Elective	

Term 4 - Spring**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
Biological Science	3.0	General Education	
Laboratory (Area 5C)	1.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
CSU Elective	5.0	Elective	

Total: 60.0



Technical Program Revision: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units) (Launched)

compared with

Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2026)

Rationale

Kaiser Permanente and other healthcare agencies have seen an increase in need for physical therapy aides in their rehabilitation department. Physical Therapy (PT) Aides are trained to support physical therapists and physical therapy assistants with non-technical tasks, while the need for physical therapy services continues to increase. The Physical Therapy Aide Certificate of Achievement is designed to provide the knowledge and skills required of a Physical Therapy Aide in order to gain employment in the field.

TOP Code

1222.00 - Physical Therapist Assistant*

CIP Code

51.2605 - Physical Therapy Technician/Aide

1. Statement of Program Goals and Objectives

~~The Physical Therapy Aide Certificate of Achievement is designed to help students gain employment at a rehabilitation clinic. Students will be prepared to work clinically assisting licensed medical professionals in the areas of physical therapy, occupational therapy, home care, nursing homes and other outpatient rehabilitative or assisted living facilities.~~

The Physical Therapy Aide Certificate of Achievement is designed to help students gain employment at a rehabilitation clinic. Students will be prepared to work clinically assisting licensed medical professionals in the areas of physical therapy, occupational therapy, home care, nursing homes, and other outpatient rehabilitative or assisted living facilities.

2. Catalog Description

The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (15 Units)

KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED	3.0	2nd
KIN 17	Introduction to Athletic Training and Sports Medicine	4.0	1st
KIN 18A	Athletic Training Practicum 1	1.0	1st
KIN 18B	Athletic Training Practicum 2	1.0	2nd
KIN 19	Care and Prevention of Athletic Injuries	3.0	2nd
EMS 62	Basic Medical Terminology	3.0	1st

List A: Select One (1 Unit)

KIN AR1	Archery 1 - Beginning Archery	1.0	2nd
KIN BD1	Badminton 1	1.0	2nd
KIN BK1	Basketball 1	1.0	2nd
KIN BL1	Bowling 1	1.0	2nd
KIN DA1	Dance Aerobics 1	1.0	2nd
KIN FJW1	Fitness Jog Walk 1	1.0	2nd
KIN GF1	Golf 1	1.0	2nd
KIN GBW1	Guts and Butts Workout 1	1.0	2nd
KIN PF	Personal Fitness	1.0	2nd
KIN PIC1	Pickleball 1	1.0	2nd
KIN PL1	Pilates 1	1.0	2nd
KIN SI1	Soccer - Indoor 1	1.0	2nd
KIN SO1	Soccer - Outdoor 1	1.0	2nd
KIN SW1	Swimming 1	1.0	2nd
KIN SWF1	Swimming for Fitness 1	1.0	2nd
KIN VB1	Volleyball Beginning	1.0	2nd
KIN WT1	Weight Training 1	1.0	2nd
KIN WTW1	Women's Weight Training 1	1.0	2nd
KIN YO1	Yoga 1	1.0	2nd

Total: 16.0

4. Career Opportunities

The physical therapy aide may be employed in a variety of settings including: hospitals, rehabilitation centers, nursing homes, home care agencies, outpatient clinics, community health centers, and sports medicine clinics.

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 certificate in Career Technical Education designed to help students gain meaningful employment.

6. Enrollment and Completer Projections

20 enrollments and completers annually

7. Place of Program in Curriculum/Similar Programs

This program will be part of the Kinesiology department.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

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

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

Term 1 - Fall

Units: 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
KIN 17	Introduction to Athletic Training and Sports Medicine	4.0	Major/Required	
KIN 18A	Athletic Training Practicum 1	1.0	Major/Required	
EMS 62	Basic Medical Terminology	3.0	Major/Required	

Term 2 - Spring

Units: 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		1.0	Major/Required	
KIN 18B	Athletic Training Practicum 2	1.0	Major/Required	
KIN 19	Care and Prevention of Athletic Injuries	3.0	Major/Required	
KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED ➡	3.0	Major/Required	Spring

Program Modification: Social Justice Studies: Gender Studies - Associate in Arts Degree for Transfer (Launched)

compared with

Social Justice Studies: Gender Studies - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Rationale**TOP Code**

2201.70 - Social Justice: Gender Studies

CIP Code

05.0207 - Women's Studies

1. Statement of Program Goals and Objectives

The Associate in Arts in Social Justice Studies: Gender Studies for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Women and Gender Studies or a similar major. Students who obtain the Associate in Arts in Social Justice Studies: Gender Studies for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of Women and Gender Studies or a similar major.

2. Catalog Description

The Associate in Arts in Social Justice Studies: Gender Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in Women and Gender Studies and related fields. Completion of the Social Justice Studies: Gender Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Women and Gender Studies or similar major.

Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentration in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. 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.

Program Title

Social Justice Studies: Gender Studies

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Fall 2027

Program Description

The Associate in Arts in Social Justice Studies: Gender Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in Women and Gender Studies and related fields. Completion of the Social Justice Studies: Gender Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Women and Gender Studies or similar major.

Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentration in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. 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
<i>Required Core: Select Three (9 Units)</i>			
SOC 3/ETHS 6	Introduction to Race and Ethnicity	3.0	
WMST 1	Introduction to Women's Studies	3.0	
WMST 2	Global Perspective of Women	3.0	
<i>List A: Select Three Courses from at least Two of the Following Areas (9-10 Units)</i>			
Area 1: History or Government		-	
HIST 32	U.S. Women's History	3.0	
		-	
Area 2: Arts and Humanities		-	
ENG 32	U.S. Women's Literature	3.0	
PHIL 5	Feminist Philosophy	3.0	
RELS 3	Introduction to Women's Spirituality	3.0	
		-	
Area 3: Social Science		-	
HEA 3	Women's Health	3.0	
LGBT 1	Introduction to LGBTQ Studies	3.0	
PSYC 13	Psychology of Women	3.0	
SOC 11	Sociology of Gender	3.0	
		-	

Area 4: Quantitative Reasoning

STAT C1000 Introduction to Statistics

4.0

Total Units for the Major

18.0-19.0

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.

41.0-42.0

Total: 60.0

The Associate in Arts in Social Justice Studies: Gender Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in Women and Gender Studies and related fields. Completion of the Social Justice Studies: Gender Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Women and Gender Studies or similar major. Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentration in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. 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: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
STAT C1000 Introduction to Statistics	4.0	Major/Required	

SOC 3/ETHS 6	Introduction to Race and Ethnicity	3.0	Major/Required
English Composition (Area 1A)		3.0	General Education
CSU Elective		5.0	Elective

Term 2 - Spring

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WMST 1	Introduction to Women's Studies	3.0	Major/Required	
List A Course		3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	
Humanities (Area 3B)		3.0	General Education	

Term 3 - Fall

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WMST 2	Global Perspective of Women	3.0	Major/Required	
List A Course		3.0	Major/Required	
Oral Communication (Area 1C)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	
CSU Elective		3.0	Elective	

Term 4 - Spring

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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Biological Science with Lab (Area 5B and 5C)	4.0	
Social and Behavioral Sciences (Area 4)	3.0	General Education
Ethnic Studies (Area 6)	3.0	General Education
CSU Elective	5.0	Elective

Total: 60.0

Program Modification: Social Justice Studies: LGBTQ Studies - Associate in Arts Degree for Transfer (Launched)

compared with

Social Justice Studies: LGBTQ Studies - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Rationale**TOP Code**

2201.40 - Social Justice: LGBTQ Studies

CIP Code

05.0208 - Gay/Lesbian Studies

1. Statement of Program Goals and Objectives

The Associate in Arts in Social Justice Studies: LGBTQ for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Social Justice Studies: LGBTQ or a similar major. Students who obtain the Associate in Arts in Social Justice Studies: LGBTQ for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of Social Justice Studies: LGBTQ or a similar major.

2. Catalog Description

The Associate in Arts in Social Justice Studies: LGBTQ Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Social Justice Studies: LGBTQ Studies. Completion of the Social Justice Studies: LGBTQ Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Social Justice Studies: LGBTQ Studies or similar major. Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentration in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. 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.

Program Title

Social Justice Studies: LGBTQ Studies

Award Type

Associate in Arts Degree for Transfer

Effective Term

~~Fall 2025~~

Fall 2027

Program Description

The Associate in Arts in Social Justice Studies: LGBTQ Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Social Justice Studies: LGBTQ Studies. Completion of the Social Justice Studies: LGBTQ Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Social Justice Studies: LGBTQ Studies or similar major. Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentration in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. 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
<i>Required Core: Select Three (9 Units)</i>			
LGBT 1	Introduction to LGBTQ Studies	3.0	
SOC 3/ETHS 6	Introduction to Race and Ethnicity	3.0	
WMST 1	Introduction to Women's Studies	3.0	
OR			
WMST 2	Global Perspective of Women	3.0	
OR			
SOC 11	Sociology of Gender	3.0	
<i>List A: Select Three Courses from at least Two of the Following Areas (9-10 Units)</i>			
Area 1: History or Government		-	
HIST 32	U.S. Women's History	3.0	
		-	
Area 2: Arts and Humanities		-	
ENG 32	U.S. Women's Literature	3.0	
HUMN 4	Global Cinemas	3.0	
PHIL-5 <u>LGBT</u>	Feminist Philosophy <u>Transgender Lives</u>	3.0	
<u>3</u>			
RELS 3	Introduction to Women's Spirituality	3.0	

		-
Area 3: Social Science		-
GS 1/SOC 5	Introduction to Global Studies	3.0
GS 2	Political, Economic, and Cultural Globalization	3.0
HEA 3	Women's Health	3.0
HEA 11	Health and Social Justice	3.0
LGBT 2	Lesbian, Gay, Bisexual, Transgender, and Queer Psychology	3.0
PSYC 3	Introduction to Social Psychology	3.0
PSYC 13	Psychology of Women	3.0
		-
Area 4: Quantitative Reasoning		-
STAT C1000	Introduction to Statistics	4.0
<i>Total Units for the Major</i>		18.0-19.0

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.

Total: 60.0

The Associate in Arts in Social Justice Studies: LGBTQ Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Social Justice Studies: LGBTQ Studies. Completion of the Social Justice Studies: LGBTQ Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Social Justice Studies: LGBTQ Studies or similar major. Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentration in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. 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: ~~42~~ 15 .0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ETHS 6	Introduction to Race and Ethnicity	3.0	Major/Required	
OR SOC 3	Introduction to Race and Ethnicity	3.0	Major/Required	
STAT C1000	Introduction to Statistics	4.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
CSU Elective		5.0	Elective	

Term 2 - Spring

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		6.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	
Humanities (Area 3B)		3.0	General Education	

Term 3 - Fall

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
LGBT 1	Introduction to LGBTQ Studies	3.0	Major/Required	

Oral Communication (Area 1C)	3.0	General Education
Physical Science (Area 5A)	3.0	General Education
CSU Elective	6.0	Elective

Term 4 - Spring

Units: ~~42~~ 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SOC 11	Sociology of Gender	3.0	Major/Required	
OR				
WMST 1	Introduction to Women's Studies	3.0	Major/Required	
OR				
WMST 2	Global Perspective of Women	3.0	Major/Required	
Biological Science with Lab (Area 5B and 5C)		4.0	General Education	
CSU Elective		8.0	Elective	

Total: ~~54~~ 60.0

Technical Program Revision: Supervisory Management - Certificate of Achievement (16 to fewer than 30 units) (Launched)

compared with

Supervisory Management - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)

Rationale

TOP Code

0506.30 - Management Development and Supervision*

CIP Code

52.0204 - Office Management and Supervision

1. Statement of Program Goals and Objectives

With the expanding diversity in today's organizations, individuals tasked with supervisory responsibilities must be sensitive to workplace issues and be skilled in interacting with employees and consumers.

This Certificate of Achievement in Supervisory Management program is designed to provide supervisors, key carriers, production leads, and managers with the training and skills need to effectively manage individuals and diverse work-groups.

Techniques and skills needed to effectively manage subordinates, as individuals and in groups, so the group works well and willingly as a team to achieve organizational objectives will be offered in a thorough and practical manner. The program provides skills and knowledge which are understandable and immediately useful in the workplace. The program is for people seeking careers in supervision and individuals who are aiming for promotion to higher supervisory posts. The elective options allow individuals to determine their program's emphasis. The leadership components added to the certificate support the soft skills and leadership framework needed in today's industry.

Individuals pursuing this certificate will develop skills to assess and identify the level of abilities in work groups; improve interpersonal relationships to be more effective and beneficial to the organization; acquire the necessary skills to create work environments that promote engagement and self-fulfillment, both personally and professionally.

2. Catalog Description

The Certificate of Achievement in Supervisory Management is designed to provide the training and skills necessary to effectively manage diverse groups and individuals. The certificate aims to help individuals, managers, and supervisors develop skills to achieve organizational objectives through the development of human resources management skills. Developing abilities in the areas of mobilization, organization, communication, leadership, evaluation, and adaptation will be a focus.

3. Program Requirements

Course	Title	Units	Term
<i>Required Core: (18 units)</i>			
BUSN 30	Business Ethics and Society	3.0	2nd
BUSN 48	Human Relations in Organizations	3.0	1st
BUSN 52	Business Communications	3.0	1st
BUSN 56	Introduction to Management	3.0	2nd
BUSN 87	Organizational Management and Leadership	3.0	2nd
BUSN 88	Human Resources Management	3.0	1st
<i>List A: Select One (3-4 Units)</i>			
BUSN 1A	Financial Accounting	4.0	1st
BUSN 18	Business Law	3.0	1st
BUSN 40	Introduction to Business	3.0	4th
BUSN 51	Accounting for Small Businesses	3.0	1st
BUSN 58	Small Business Management	3.0	1st
BUSN 86	Management Strategies & Dilemmas	3.0	
CIS 55	Integrating Office Applications	4.0	1st
MKTG 50	Introduction to Marketing	3.0	1st
<i>List B: Select One (3-6 Units)</i>			
WRKX 94	Occupational Work Experience/Internship	3.0-6.0	2nd
WRKX 95	General Work Experience	3.0-6.0	2nd

Total: 24.0-28.0

4. Career Opportunities

An expanding global marketplace means that individuals have growing career options in which to utilize the knowledge and skills learned when studying supervision to work in any field, for a for-profit or not-for-profit entity, in any size or type of organization including large multinational companies either within the United States or internationally.

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 certificates in Career Technical Education.

6. Enrollment and Completer Projections

5 per academic year

7. Place of Program in Curriculum/Similar Programs

This program will remain a part of the Business department family of programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Certificate of Achievement in Supervisory Management is designed to provide the training and skills necessary to effectively manage diverse groups and individuals. The certificate aims to help individuals, managers, and supervisors develop skills to achieve organizational objectives through the development of human resources management skills. Developing abilities in the areas of mobilization, organization, communication, leadership, evaluation, and adaptation will be a focus.

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: 12.0-13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0 - 4.0	Major/Required	
BUSN 48	Human Relations in Organizations	3.0	Major/Required	
BUSN 52	Business Communications	3.0	Major/Required	
BUSN 88	Human Resources Management	3.0	Major/Required	

Term 2 - Spring

Units: 12.0-15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course		3.0 - 6.0	Major/Required	
BUSN 56	Introduction to Management	3.0	Major/Required	
BUSN 87	Organizational Management and Leadership	3.0	Major/Required	
BUSN 30	Business Ethics and Society	3.0	Major/Required	

Total: 24.0-28.0

Technical Program Revision: Theater Arts - Associate of Arts Degree (Launched)
compared with
Theater Arts - Associate of Arts Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code

1007.00 - Dramatic Arts

CIP Code

50.0501 - Drama and Dramatics/Theatre Arts, General

1. Statement of Program Goals and Objectives

~~The Associate of Arts in Theater Arts is designed to provide knowledge, training, and practical experience in all aspects of theater arts. This degree provides students with an understanding and an appreciation for the art of theater and includes courses in theater history, acting, technical theater, rehearsal and performance. Completion of this curriculum will provide preparation for future theater studies. Though similar to the Associate in Arts in Theater for Transfer, this program is specifically designed for students who are interested in completing an AA degree, without intention of transfer, and as such, a higher and more comprehensive course load requirement is expected.~~

The Associate of Arts in Theater Arts is designed to provide knowledge, training, and practical experience in all aspects of theater arts. This degree provides students with an understanding and an appreciation for the art of theater and includes courses in theater history, acting, technical theater, rehearsal and performance. Completion of this curriculum will provide preparation for future theater studies. Though similar to the Associate in Arts in Theater for Transfer, this program is specifically designed for students who are interested in completing an AA degree without intention of transfer, and as such, a higher and more comprehensive course load requirement is expected.

2. Catalog Description

The Associate of Arts in Theater Arts is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to some similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (12 Units)

THEA 1A	Theory/Practice of Acting I	3.0
THEA 10	Introduction to Dramatic Arts	3.0
THEA 47A	Performance in Production: Introduction to Live Performance	3.0
OR		
THEA 48A	Technical Theater in Production - Beginning	3.0
THEA 50	Stagecraft	3.0

List A: Select Three from One

Concentration (9 Units)

Performance Concentration		-
THEA 1B	Theory/Practice of Acting II	3.0
THEA 3A	Beginning Improvisation	3.0
THEA 5	Theater for Young Audiences	3.0
THEA 25	Fundamentals of Stage Speech	3.0
THEA 31A	Drama Workshop - Beginning	3.0
THEA 39A	Musical Theater Workshop - Beginning	3.0
THEA 47A	Performance in Production: Introduction to Live Performance	3.0
		-
Technical Theater Concentration		-
THEA 14	Bay Area Theater	3.0
THEA 48B	Technical Theater in Production - Intermediate	3.0
THEA 50L	Introduction to Stage Lighting	3.0
THEA 51	Introduction to Costume Design	3.0
THEA 52	Introduction to Design	3.0

List B: Select from Below (4 Units)

CMST 2	Oral Interpretation of Literature	3.0
CMST 5	Readers Theater	3.0
DANC 1	Introduction to Dance	1.0
DANC 2A	Jazz Dance Fundamentals/Beginning	1.0
DANC 3A	Ballet Fundamentals/Beginning	1.0
MUS 6	Basic Music Skills	2.0
MUS 23A	Elementary Voice	1.0
MUS 44	Concert Choir	1.0
MUS 45	Chamber Choir	2.0
MUS 46	Vocal Jazz Ensemble	2.0
THEA 4	Modern American Theater	3.0
THEA 11	Stage to Screen	3.0
THEA 53	Script Analysis	3.0

Total Units for the Major

*Additional General Education and
Electives*

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.

Total: 60.0

4. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, by continuing to provide this local degree for students not interested in transfer as a recognition of their academic achievement.

5. Enrollment and Completer Projections

5 per academic year

6. Place of Program in Curriculum/Similar Programs

This program will remain a part of the Theater Arts family of programs

7. Similar Programs at Other Colleges in Service Area

This program is similar to the AA-T in Theater which most campuses in the Bay Area have.

The Associate of Arts in Theater Arts is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to some similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater.

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
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THEA 1A	Theory/Practice of Acting I	3.0	Major/Required
THEA 50	Stagecraft	3.0	Major/Required
English Composition (Area 1A)		3.0	General Education
Natural Sciences (Area 5)		3.0	General Education
Kinesiology (Area 7)		1.0	General Education
AD Elective		2.0	Elective

Term 2 - Spring

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 47A	Performance in Production: Introduction to Live Performance	3.0	Major/Required	
OR				
THEA 48A	Technical Theater in Production - Beginning	3.0	Major/Required	
THEA 53	Script Analysis	3.0	Major/Required	
List A Course		3.0	Major/Required	
MATH 47		3.0	General Education	
AD Elective		3.0	Elective	

Term 3 - Fall

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 10	Introduction to Dramatic Arts	3.0	Major/Required	
List A Course		3.0	Major/Required	
List B Course		3.0	Major/Required	
Health (Area 8)		3.0	General Education	

Social and Behavioral Sciences (Area 4)	3.0	General Education
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Term 4 - Spring

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
List B Course	1.0	Major/Required	
American Institutions (Area 9)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
AD Electives	5.0	Elective	

Total: 60.0

5.5. Course Deactivations

- FST 10 Fire Academy Preparation

Justification: Course no longer offered.